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ABSTRACT

The revised Refugee Education and Employment Program (REEP) curriculum, which integrates the original 1982 REEP curriculum and the federal Mainstream English Language Training (MELT) project guidelines, provides instructional direction to teachers of adult refugees and immigrants in immediate need of basic survival and social language skills. The guide translates this need into competency-based instructional objectives and language functions, and provides suggestions for materials and teaching techniques. The curriculum provides two tracks of instruction for accommodating differences in educational background and learning ability; this volume contains Track B, for use with students with more than 5 years of education in their native country. Each track consists of four proficiency levels, each containing 9-11 instructional units or topics. For each topic, the guide provides a list of performance objectives and a list of language functions and corresponding structures to be mastered. Each performance objective is also indexed to a competency on the general competency list. Appended materials include a chart of reading and writing enabling skills for each level, a list of cross-cultural questions, pronunciation notes, suggestions for activities and classroom techniques, a resource list, and questions that may be asked of immigrants by the U.S. Immigration and Naturalization Service. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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The **REEP CURRICULUM** *Revised Edition*

Competency-Based ESL for Adults



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Volume II

Track B

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THE REEP CURRICULUM

Revised Edition

Competency-Based ESL for Adults

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This revised edition is the result of the integration of the MELT Project's guidelines with REEP's original curriculum (Van Duzer and Mansoor, 1982).

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INTRODUCTION

Background to the Curriculum

The Refugee Education and Employment Program (REEP) is a federally funded program established to help refugees become self-sufficient through English language training and job development. Over the last nine years, we have been involved in projects at both state and national levels. The staff has done extensive training in the area of competency-based English as a Second Language. In 1982, The Reep Curriculum, a functional approach to competency-based ESL, was published.

In late 1983, the Office of Refugee Resettlement funded REEP to be one of seven sites nationwide to participate in a national demonstration project called the Mainstream English Language Training (MELT) Project.¹ The overall goal of the MELT Project was "to identify, examine, and document certain criteria as they relate to the linkage of overseas ESL training and domestic ELT programs. These are criteria pertaining to assessment and testing, student performance levels, and ELT curriculum design" (Federal Register, August 1983). The REEP Curriculum, Revised Edition, is the result of the integration of the MELT Project with the original REEP curriculum.

In this revised edition, we maintain the basic goals, rationale, and organization of the original curriculum. It is a comprehensive system developed for programs teaching ESL to adult immigrants and refugees. As such, it provides instructional direction to teachers of learners in immediate need of basic survival and social language. The revised curriculum translates this need into instructional objectives and language functions (what to teach), and provides suggestions for materials and teaching techniques (how to teach it).

In this curriculum we have established learning objectives to meet our students' immediate language needs. The original curriculum was developed because we had found that an approach which focused primarily on grammatical structure was ineffective with adult immigrant learners. The grammatical approach delayed the satisfaction of students' need to communicate and neglected essential non-grammatical factors in communication such as setting, purpose, and appropriateness of language.

¹The other MELT sites were San Francisco Community College District, San Diego Community College District, Spring Institute of International Studies of Denver, Northwest Educational Cooperative of Illinois, Project Persona of Providence, and International Institute of Boston. RMC Research of New Hampshire, the American Council for Nationalities Service of New York, and the Center for Applied Linguistics of Washington, D. C., were involved in the Project's coordination, data collection, and training.

In order to meet this need, we reconsidered the priority of our teaching goals. Using a functional approach, we developed a system which integrated the teaching of language functions with both grammatical forms and the life tasks our students encounter day to day.

The basis for much of this curriculum is the linguistic analysis and process used by the Council of Europe's Modern Language Project (Van Ek, 1980). The council's work, recognized worldwide as an important reference, was initiated to improve and broaden the learning of modern languages. The project determined a "threshold level" of competence defined as the lowest level of general foreign language ability to be sufficient for communication. Until learners attain the threshold level, their communication possibilities are limited. Upon attaining this level, transfer of language learned to new tasks begins, thus enabling learners to adapt to most everyday situations, even if not specifically trained for them. The REEP Curriculum applies this threshold-level theory to competency-based ESL.

The 1982 REEP Curriculum and the Revised Edition

While the revised edition is very similar to the original REEP curriculum, we have made a number of significant additions and refinements. These changes have grown out of both the MELT Project and our own experience using the curriculum.

First among the changes is the addition of this expanded introductory section aimed to provide background and practical teaching information. Five appendices have been added to serve as references and resources for teaching techniques, materials, reading and writing enabling skills, cross-cultural questions, and pronunciation. Also new is the indexing of performance objectives to a list of general competencies. This allows teachers to examine how performance objectives develop from level to level to promote students' mastery of those competencies.

Throughout the curriculum we have placed a greater emphasis on promoting employment and independence. This is most evident in the appearance of the new topics "On the Job" and "Money/Banking," and the new B-Track level, B-IV. We have reassessed the content of the survival competencies in the 1982 curriculum, and rewritten, tested, and refined them to be more specific and measurable performance objectives. We have also refined the process for evaluating and documenting student achievement of these objectives.

In making all these changes, we have aimed to reflect the evolving needs and priorities for curricula of refugee and immigrant ESL programs in the United States.

Organization of the Curriculum

The REEP curriculum is a two-track system of instruction which provides for differences in educational backgrounds and learning abilities. Track A is for use with semi-literate and educationally disadvantaged students with five or fewer years of education in their native country. Track B is for use with students with more than five years of education.

Each track consists of four proficiency levels, and each level provides a maximum of 180 hours of instruction. Completion of Levels A-III or B-II corresponds to a traditional low-intermediate level of oral language proficiency. B-III corresponds to intermediate, and B-IV to high intermediate.

Every level consists of nine to eleven instructional units or topics requiring an average of 12 to 15 hours of instruction each. The topics are organized to develop students' language proficiency while the students perform certain competencies--essential job and life tasks. For every topic there is a performance objective page, which lists the tasks to be performed, and a language page, which lists the language functions and corresponding structures to be mastered to perform those tasks. Each performance objective is indexed to a competency on the list of general competencies, thus identifying the larger lifeskill toward which students are working.

Performance Objective Page

Key Performance Objectives. Objectives preceded by the work "Key" (as in Key 1) are those objectives considered most crucial as lifeskills and most representative of students' linguistic ability. Only key objectives need to be formally evaluated and are, therefore, represented on achievement plans.

Some key objectives are followed by an enabling objective (marked as such by a double asterisk, **). Enabling objectives are subskills vital to the mastery of the task outlined in the key performance objective.

Non-Key Performance Objectives. Following the key performance objectives are unmarked, non-key performance objectives. While not formally evaluated, these objectives represent important lifeskills which students should begin working on at that level. Many of these performance objectives will become key performance objectives at higher levels.

Suggested Resources. For each topic, we have indexed texts containing units and exercises which REEP teachers have found to be most appropriate for our students and curriculum. These materials include the language and vocabulary to be taught and practiced for achievement of the objectives. These are suggested resources. Teachers should select materials based on the needs and abilities of their particular students.

Remember to Address. Each Performance Objective page contains this reminder to regularly address reading and writing skills, cross-cultural questions, and pronunciation. Resources for each of these are found in the appendices.

Language Page

Functions. Functions form the basis of the language taught using this curriculum. Functions are the units of communication that identify the outcome or purpose of an utterance. They are derived from the communication which occurs in a topic area (e.g., Transportation: ask for information, give directions).

Examples. The examples listed to the right of the functions represent how those functions may be expressed. They exemplify the complexity of language expected at that level.

Structure. In the next column we have identified the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Related Items. Suggestions for materials/realia to be used and other information needed for lesson planning are listed in this column

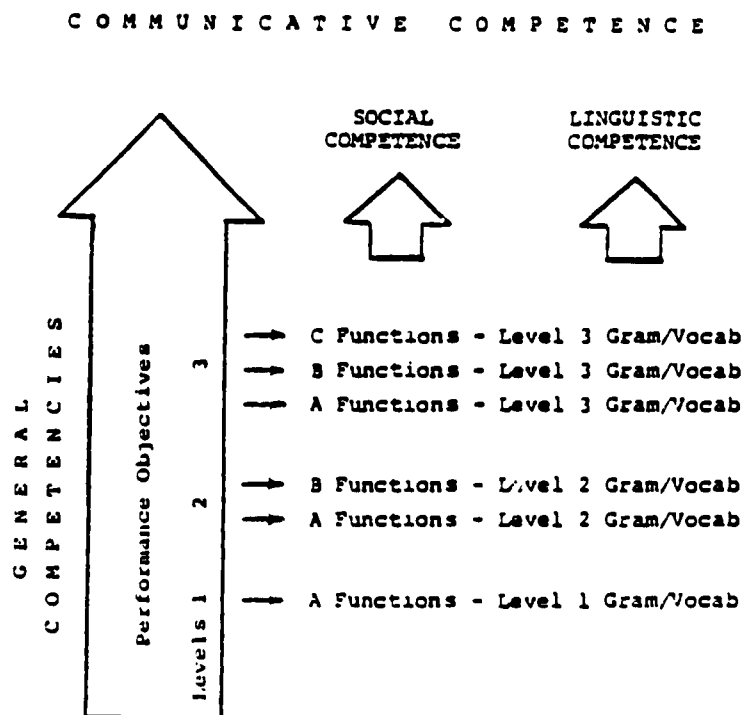
The Functional Approach to Competency-Based ESL

A competency-based education program is made up of the lifeskills needed by an individual to function in the world outside the classroom. A competency-based language program focuses on the linguistic and communication skills needed by the individual to master those lifeskills. In this curriculum we have combined general competencies, performance objectives, functions, and structures to promote that mastery.

As you go through the topics and from level to level (See Figure 1):

- General competencies are developed and evaluated through increasingly more demanding and complex performance objectives.

FIGURE 1



- Performance objectives involve more language use and the use of a greater number of language functions as communication and interaction increase.
- Within each function, the level and complexity of the grammar needed to express that function increases.

An important feature of this curriculum is "recycling." As you move within a level, functions are introduced and in one topic then used again in others. The structures used to express that function are reviewed as new ones are introduced. Recycling of functions and tasks occurs from topic to topic and from level to level.

Using the Curriculum

In this section we discuss how to work with the curriculum while planning lessons and evaluating student performance.

Lesson Planning

Before beginning a unit, look over its performance objective page and language page. The objectives outline the tasks the students will perform, and the functions and structures outline the language students must learn in order to perform those tasks. As you review these two pages, consider the emphasis you will place on each task/function and the order in which you will teach them. Keep in mind, as well, that key objectives will be evaluated and the results will be recorded on achievement plans.

There is not a one-to-one correspondence between lessons and objectives. Several objectives may be covered in one lesson, or one objective may require more than one lesson. Consider how objectives are related and may be combined. Some will involve the same or similar resources, activities, functions, and/or structures.

Once you have a broad unit/topic plan, you can begin to plan your lessons in detail. You might proceed as follows:

- (1) Select the performance objective(s) around which you will organize the lesson.
- (2) Select the language functions, structures, and vocabulary which will be your focus for the performance of the objectives.
- (3) Consult the "Suggested Resources" for texts and the appendices for activities which correspond to the task(s) at hand.
- (4) Consider the particular needs of your students and select reading and writing enabling skills, pronunciation points, and cross-cultural questions which should be addressed.
- (5) If the objectives are marked "Key," also determine an evaluation activity for assessing student achievement of the objective.

Evaluation

Evaluation is an integral part of competency-based education. Through evaluation we certify that our students have mastered the competencies that have been set for them. It provides students with feedback on their progress. This is important because when they see their inventory of skills grow, their confidence and motivation increase as well. Evaluation feedback allows teachers to determine the effectiveness of their instruction. They can then make adjustments to ensure that the needs of students are being met.

Although some kind of evaluation should take place on a daily basis, at this time we are chiefly concerned with the formal (documented) evaluation of key performance objectives. The performance objectives provide the contexts within which students learn and practice language. At the top of each performance objective page, you will find "Students will be evaluated on their ability to perform these tasks using the language outlined on the following page." We evaluate student ability to use the functions and structures taught while completing the tasks stated in the performance objectives. We consider all aspects of the students' ability to use language: what they can achieve through speaking, listening, reading, and writing.

At the same time, we consider the quality of a student's performance by judging its acceptability by native speakers--the ability to get the job done. In a competency-based program, evaluation is criterion-referenced. Each student's performance is rated according to a set standard rather than in relation to the performance of other students in the class. At the beginning of each level you will find the exit characteristics, Student Performance Level (SPL), for students at that level. These SPL's describe how well a student is expected to perform. This description, along with the evaluation criteria included at the end of this section, form the standards for evaluation. Students who meet these criteria can progress to the next level.

In addition to identifying performance (e.g., ask and answer, locate, call), key performance objectives specify how the task is to be performed by stating conditions, the performance situation (e.g., given a simplified map, given newspaper housing ads). By looking at the condition, you know the constraints under which students will be evaluated, and the tools and materials they will need to use. These conditions, together with performance objectives and criteria, guide you in developing evaluation activities.

Although actual performance in a real-life situation is the ideal measure of competency, this is not always possible within the confines of the classroom. However, we can set up the next best thing, which is a simulation of such a situation.

Objectives requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, an objective may require that students be able to make an emergency phone call. Each student could pick a card which describes an emergency situation and then use a telephone trainer to call for appropriate

assistance. The teacher could act as operator while evaluating student performance. For objectives requiring performance in a post office, supermarket, department store, or office, the whole classroom could be turned into that setting. Students might be required to perform specific tasks at various "counters" staffed by fellow students or volunteer aides, while the teacher circulates to evaluate individuals on their ability to complete the assigned task. Roles could rotate among the students until all have had a chance to demonstrate their competency. Objectives involving reading and writing skills can be evaluated with pencil and paper tests. For example, students could be asked to complete forms, write checks, take messages, or find numbers in the telephone directory.

After the evaluation activity, it is the teacher's responsibility to record the students' mastery of or inability to perform the task on the achievement plans. This curriculum provides for two distinct achievement plan formats: one for the Literacy, A-I, and A-II levels, and the other for A-III and all B-track levels.

Literacy, A-I, and A-II Achievement Plans list the key performance objectives for each time block and all students' names on one master sheet. The teacher evaluates the students' performance of the task according to the established criteria stated in the curriculum (see evaluation criteria, A-Track).

A-III and B-Track Achievement Plans list the key performance objectives on individual forms to be given to the students at the end of each three-week time block. If the student is able to successfully perform the task using the language taught, the teacher checks the task on the achievement plan. The students are also evaluated on their general language ability expressed in terms of pronunciation, listening, grammar, vocabulary, reading, and writing (see evaluation criteria, B-Track). Achievement plans also provide a space for teacher's comments to the student.

Teachers can give blank achievement plans to the students at the start of a unit of study in order to make objectives known to them. Students can ask questions about the key objectives listed there and so become prepared for the upcoming topic/tasks. At the end of each time block, the plans are returned for students to sign and discuss with their teachers. Students may want a copy of their achievement plans for themselves so that they can monitor their own progress.

EVALUATION CRITERIA

The achievement plans are used for recording student progress. The teacher assesses the students' language ability as they are performing the tasks and evaluates the efficacy of the communication taking place.

LITERACY, A-I, A-II EVALUATION CRITERIA

- 0 Student is unable to perform task; cannot be understood.
- 1 Student communicates message but makes errors; understood if attentive.
- 2 Student conveys a structurally correct message; easily understood.

The A-III and B-Track levels require a two-step evaluation. First, students are evaluated on their ability to use the language taught to perform the task. If successful, they receive a check for the task. At the end of each three-week time block, the teacher also evaluates the students' general language ability. This is a global assessment based on the students' ability for their level. Therefore, students at any level might receive "Good": they would differ in the complexity of the language taught at the different levels.

A-III AND B-TRACK EVALUATION CRITERIA

Good "3"

Pronunciation	No serious mispronunciations; easily understood.
Listening	Understands at nearly normal speed; may ask for clarification.
Grammar	Controls most of the structures taught but makes occasional errors that do <u>not</u> obscure meaning; corrects self.
Vocabulary	Actively uses vocabulary taught and readily understands new vocabulary in context.
Reading/Writing	Easily comprehends required reading; has no problems completing forms; handles daily writing tasks with only occasional errors.

Satisfactory "2"

Pronunciation	Some mispronunciations leading to confusion; understood if attentive.
Listening	Understands at slower-than-normal speed; some repetition is necessary.
Grammar	Control of simple structures, but makes errors which occasionally obscure meaning; can correct self when questioned.
Vocabulary	Understands most vocabulary taught, although all may not be part of students' active repertoire.
Reading/Writing	Comprehends required reading when guided by questions; has no problems completing forms; handles daily writing tasks with frequent errors.

Needs Improvement "1"

Pronunciation	Frequent mispronunciations; cannot be understood.
Listening	Understands only slow speech using familiar language.
Grammar	Very little control of structures taught, making comprehension difficult.
Vocabulary	Understands and uses minimum vocabulary.
Reading/Writing	Needs assistance for minimal comprehension of required reading; has problems completing forms; difficulty with daily writing tasks.

SEQUENCE OF UNITS IN A TWELVE-WEEK TERM

	Literacy	A-I	A-II/B-I	A-III/B-II	B-III	B-IV
3 W K S	Personal ID Housing/Classroom	Personal ID Housing/Classroom	Personal ID Time/Weather	Personal ID Telephone/Communication	Personal ID Telephone/Communication	Personal ID Intro to Newspaper
3 W K S	Time/Weather Money/Banking	Time/Weather Money/Banking Clothing/ Consumerism	Money/Banking Clothing/Consumerism Transportation	Food Health Money/Banking	Food Health Money/Banking	Housing Telephone/Communication Finding a Job
3 W K S	Transportation Clothing/ Consumerism	Health Transportation Food	Housing Food Health	Finding a Job Housing Clothing/Consumerism	Transportation Housing Clothing/Consumerism	On the Job Community Services Transportation
3 W K S	Food Health	Finding a Job On the Job	Community Services Finding a Job On the Job	Transportation On the Job Community Services	Finding a Job On the Job Community Services	Upgrading Your Job Money/Banking

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INDEX FOR B-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Clothing/consumerism

- A Identify articles of clothing. (I, II)
- B Wear clothing appropriate for weather conditions/ social situations. (I, III)
- C Read price tags. (I)
- D State clothing needs and preferences. (I)
- E Locate items in a department store. (II, III)
- F Read clothing care instructions. (II)
- G Return/exchange merchandise. (II, III)

Finding a Job

- A Identify and discuss occupations. (I)
- B Identify local job possibilities and state preferences. (I, II, IV)
- C Fill out a job application. (I, II, III)
- D Read and respond to want ads and signs. (I, II, III, IV)
- E Participate in a job interview. (I, II, III, IV)

Community Services

Post Office

- A Address and mail letters/packages. (I)
- B Purchase postage for letters/packages. (I, II)
- C Complete postal forms and money orders. (II)

Library

- D Identify and use library services. (II, IV)
- E Use card catalog. (IV)

Education/Recreation

- F Read schedules. (III, IV)
- G Register self or others for school, day care, recreation activity. (III, IV)
- H Locate information about educational/training opportunities. (III, IV)

Food

- A State food needs. (I, II)
- B Compare prices. (I, II, III)
- C Understand weights, quantities, and containers. (I, II, III)
- D Locate items in a supermarket. (II)
- E Use unit pricing to determine best places to shop. (III)
- F Order a meal in a restaurant. (II)
- G Discuss food preparation and eating habits. (I, II)
- H Use coupons.

INDEX FOR B-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Health

- A Identify parts of the body, ailments, and injuries. (I, II)
- B Know treatment for ailments and injuries. (I)
- C Make emergency phone calls. (I, II)
- D Follow a doctor's/nurse's instructions. (I)
- E Make, cancel, and reschedule medical appointments. (II, III)
- F Read labels on medicine bottles and household products. (II, III)
- G Call school/workplace to report absence. (A-III)
- H Complete medical history forms. (II, III)

Money/Banking

- A Identify coins and bills. (I)
- B Make cash purchases. (I, II)
- C Write and endorse checks. (I, II, III)
- D Identify banking terms and services. (II)
- E Operate bank accounts. (III)
- F Pay taxes. (IV)
- G Write a budget. (IV)
- H Apply for a loan/scholarship. (IV)

Housing

- A Identify classroom objects and follow classroom procedure. (A-Track)
- B Identify types of housing/rooms/furniture. (I, II)
- C Give home address and describe location. (I)
- D Discuss household repairs. (I, II)
- E Call for household repairs. (I, II)
- F Respond to housing ads and signs. (II, III, IV)
- G Rent an apartment. (II, IV)
- H Read housing forms and regulations. (II, III, IV)
- I Pay rent and utilities. (III)

On the Job

- A Give and follow work-related instructions. (I, II, III)
- B Understand written information at the worksite. (I, III, IV)
- C Discuss work tasks and procedures. (I, II, IV)
- D Complete work-related documents. (II, III)
- E Notify employer before lateness or absence. (II, III, IV)
- F Understand paychecks. (II)
- G Negotiate pay, hours, and dates. (I)

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INDEX FOR B-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Personal Identification

- A Describe self and others. (I, II, III, IV)
- B Complete personal data forms. (I, II, III, IV)
- C Interact socially. (I, II, III, IV)
- D Identify family relationships (and discuss family life). (I, II, III)

Time and Weather

- A Tell time. (I)
- B Read and write days and dates. (I)
- C Tell about daily schedule. (I)
- D Describe weather conditions. (I)

Telephone/Communication

- A Initiate and end conversations. (II)
- B Take and leave messages. (II, III)
- C Use telephone books. (II, III)
- D Respond to wrong numbers (on the telephone). (III)
- E Understand how to use the operator. (II, III, IV)
- F Pay bills.
- G Arrange for phone service. (IV)
- H Understand recorded message. (IV)

Transportation

- A Use local transportation. (I)
- B Give and follow directions. (II, III)
- C Use maps. (I, III)
- D Obey traffic signs. (I, III)
- E Use transportation schedules. (II, III, IV)
- F Call for transportation information. (III, IV)
- G Get a driver's license. (III, IV)
- H Purchase a car.

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B-I, B-II, B-III

2.

INDEX OF FUNCTIONS

B-IV

INDEX OF FUNCTIONS		B-IV									
		Personal ID	Intro to Newspaper	Housing	Tele/Communication	Finding a Job	On the Job	Community Services	Transportation	Upgrading Your Job	Money/Banking
IMPART/SEEK FACTUAL INFO											
Identify Self/Others				✓	✓						
Report Info Chronologically Related		✓				✓					
Report Info Causally Related									✓		
Report Descriptive Info:											
Quantity/Price								✓		✓	
People		✓									
Correct Errors				✓							
Ask/Answer Requests for											
Clarification				✓		✓					
Make a Request (e.g., Assistance)							✓		✓		
Ask/Answer Requests for Info		✓	✓	✓	✓	✓	✓	✓	✓	✓	
EXPRESS/FIND OUT INTELLECTUAL											
ATTITUDES											
Express/Inquire about:											
Possibility								✓			
Capability					✓		✓				
Certainty				✓							
Obligation				✓							
Express a Logical Conclusion				✓							

INDEX OF STRUCTURES

Structure	LIE	I	AI	AIH	BI	BIH	BIH	BIV
ADJECTIVES								
Adjectives + noun		X	X		X	X		
Comparative				X		X	X	X
Demonstrative			X	X	X			
Indefinite								
much/many			X	X	X	X		
some/any		X	X	X	X	X	X	
Possessive	X	X			X			
Superlative				X			X	X
ADVERBIALS								
Cause			X	X	X	X	X	X
Frequency			X					X
Means		X	X		X	X		
Reason						X	X	X
Sequence markers				X		X	X	X
Time								
already/yet		X		X		X	X	X
for/since/ago						X	X	X
when/while							X	X
Too/also				X	X	X		
Very	X		X		X			
Very/too/enough			X	X	X	X	X	
ARTICLES		X	X		X	X		
BE								
Be + adjective	X	X	X		X			
Past		X	X	X	X	X		
Present	X	X	X	X	X	X		

Structure	LIE	AI	II	AIH	BI	BIH	BIH	BIV
CONDITIONAL CLAUSES								
real present								
unreal present			X		X	X	X	X
CONJUNCTIONS								
and		X	X	X	X	X		
both...and							X	X
but			X	X	X	X		
either/neither					X	X	X	X
or			X	X	X			
EMBEDDED QUESTIONS							X	X
GENERAL "YOU"				X		X	X	
IT (SUBJECT)	X	X			X		X	X
MODAL VERBS								
can			X	X	X	X	X	X
could						X	X	X
may			X	X			X	X
might								X
must/have to			X	X	X	X	X	X
will			X	X	X	X	X	X
should			X	X	X	X	X	X
would						X	X	X
perfect modals								X

INDEX OF STRUCTURES (Continued)

Structure	LIE	AI	AIY	AIYY	BI	BIY	BIYY	BIV
NEGATIVE QUESTIONS								x
NOUNS								
Clauses								x
Count/noncount		x	x	x	x	x	x	
Modifications								
adj. + noun			x	x	x	x		
noun + noun				x		x	x	
Possessive('s)			x		x			
Singular/plural	x	x	x	x	x	x		
PREPOSITIONS								
Of place		x	x	x	x	x	x	
Of time		x	x		x			
PRONOUNS								
Demonstrative	x	x	x	x	x	x		
Indefinite								
some/any				x		x		
anything/nothing/something							x	x
Object		x	x		x	x		
Possessive						x		
Subject	x	x	x		x			
RELATIVE CLAUSES							x	x
REPORTED SPEECH							x	x
TAG QUESTIONS								x

Structure	LIE	AI	YI	AIYY	BI	BIY	BIYY	BIV
THERE IS/ARE			x	x	x	x		
TWO-WORD VERBS								x
VERBS								
Passive							x	x
Patterns								
sequence of tenses						x	x	x
verb + verb-ing						x	x	x
verb to + verb		x	x	x	x	x		
Tense								
future - going to			x	x	x	x	x	x
continuous								x
imperative	x	x	x	x	x	x	x	x
past continuous						x		x
present continuous		x	x		x	x		
present perfect								
continuous				x		x	x	x
simple past			x	x	x	x		
simple present	x	x	x	x	x	x		
WH-QUESTIONS	x	x	x	x	x	x	x	x
WOULD LIKE/TO				x		x	x	x
WOULD RATHER				x		x	x	x
X MEANS Y		x	x	x	x	x		
YES/NO QUESTIONS	x	x	x	x	x	x	x	x

GUIDELINES FOR PERFORMANCE OBJECTIVES

In writing the revised performance objectives, we have adopted the following guidelines and space-saving conventions:

- Role plays and simulated situations are acceptable activities for the demonstration of all objectives.
- All performance objectives are oral unless stated otherwise, with this understanding: "identify" means orally.
- All performance objectives are in person unless stated as "on the phone." Evaluating objectives on the phone may involve the use of a telephone trainer or similar device.
- All materials and forms are real unless stated as simplified or from a level text.
- Mastery of an objective which involves writing is demonstrated by its acceptability outside the classroom.
- Any performance objective stating "ask" includes understanding typical responses as part of the performance.
- Objectives do not specify the vocabulary required for their mastery. This vocabulary can be found in the resources recommended for each topic at each level.

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BI

B-I STUDENT PERFORMANCE MID-LEVEL CHARACTERISTICS (SPL III)

B-I is a beginning ESL level and as such there is a wide range of abilities at the beginning of the cycle. The Level III description should be used for evaluating successful use of the language in completing a task during the first six weeks of the cycle (Time Blocks 1 and 2).

Level IV is the desired exit level performance and should be used for evaluating successful use of language in completing a task during the last six weeks of the cycle (Time Blocks 3 and 4). At the end of the instructional cycle, the teacher should read Level IV carefully before deciding to promote or retain a student. If a student's language ability matches the description, the student will be ready for the next instructional level.

<u>General Language Ability</u>	<u>Listening Comprehension</u>	<u>Oral Communication</u>	<u>Reading</u>	<u>Writing</u>
<p>Functions with some difficulty in situations related to immediate needs.</p> <p>Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.</p> <p>A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.</p>	<p>Understands simple learned phrases, spoken slowly with frequent repetitions.</p>	<p>Expresses immediate survival needs using simple learned phrases.</p> <p>Asks and responds to simple learned questions.</p> <p>Some control of very basic grammar.</p>	<p>Reads and understands a limited number of common sight words, and short, simple learned phrases related to immediate needs.</p>	<p>Writes a limited number of very common words, and basic personal information on simplified forms, needs assistance.</p>

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level B-I

Check means student can do the task.

Language Skills: 1 Needs improvement
 2 Satisfactory
 3 Good

Time Block: ILanguage SkillsPersonal Identification

1. Ask/answer questions: Self _____
2. Complete form _____
3. Greet others/introduce self _____

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Time/Weather

1. Ask/answer questions: Time _____
2. Read appointment cards _____
3. Ask/answer questions: Routines _____

Absences: _____
 Comments: _____

Signature: _____ Date: _____

Time Block: IILanguage SkillsMoney/Banking

1. Produce requested amounts _____
2. Make change _____

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Clothing/Consumerism

1. Describe someone's clothing _____
2. Ask/answer questions: Prices _____

Absences: _____
 Comments: _____

Transportation

1. Ask/answer questions: Transportation _____
2. Ask where bus stop is _____

Signature: _____ Date: _____

B-I STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL IV)

<u>General Language Ability</u>	<u>Listening Comprehension</u>	<u>Oral Communication</u>	<u>Reading</u>	<u>Writing</u>
Can satisfy basic survival needs and a few very routine social demands.	Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	Expresses basic survival needs, including asking and responding to related questions, using both learned and a limited number of new phrases.	Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.	Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.
Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.		Participates in basic conversations in a few very routine social situations (e.g., greeting, inviting).		
A native speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.		Speaks with hesitation and frequent pauses.		
		Some control of basic grammar.		

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level B-I

Check means student can do the task.

Language Skills: 1 Needs improvement
 2 Satisfactory
 3 Good

Time Block: IIILanguage SkillsHousing

1. Identify rooms/furniture _____
2. Ask someone to perform chores _____

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Food

1. Identify foods orally/writing _____
2. Read food ads _____

Absences: _____
 Comments: _____

Health

1. Identify body parts _____
2. Identify illnesses/injuries _____

Signature: _____ Date: _____

Time Block: IVLanguage SkillsCommunity Services

1. Purchase stamps _____
2. Address an envelope _____

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Finding a Job

1. Identify job titles, places, tasks, tools _____
2. Describe occupation _____

Absences: _____
 Comments: _____

On the Job

1. Follow instructions _____
2. Ask/answer questions:
 Work schedules _____

Signature: _____ Date: _____

B-I: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Ask and answer questions about self-identification, including name, address, telephone, and social security numbers, birthdate and place, age, marital status, number of children, and previous occupation.	A
Key 2. Fill out a personal data form requesting the above information, plus sex and signature.	B
Key 3. Greet people and introduce self using appropriate forms of address and introduction.	C
4. Identify immediate family relationships.	D

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Suggested Resources

- Lifeskills 1, pp. 7-13, 37-40.
- Lifelines 1, Lessons 1, 2.
- Side by Side: One, pp. 2-3, 24-25.
- A Conversation Book: One, pp. 2-6, 33-35.
- Before Book One, pp. 1-9.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-I: PERSONAL IDENTIFICATION

Function	Example	Structure	Related Items
Identify self/others	My name is _____. He's my brother. His name is _____.	Be: present Possessive adjectives: my his, her Subject pronouns	Use/order of first, middle, and family names Family relations
Ask/answer requests for clarification	Excuse me? Repeat, please. Spell that. No, my name is _____.		
Ask/answer requests for information	What's your last name? What's your birthdate? I come from Vietnam. I have 3 children.	Be: present Verbs: simple Yes/no questions Wh-questions: what, where, how, how many	Personal data form
Greet/take leave	Hello/Good morning. How are you? Good-bye.		
Introduce self/ others	Hi, I'm _____. My name is _____. Glad to meet you.		

B-I: TIME AND WEATHER

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given analog and digital clocks, ask and answer questions about times displayed	A
Key 2. Read the time and abbreviated day and date on appointment cards.	B
Key 3. Given a work schedule that varies from day to day, ask and answer questions about the worker's routine at various times of each day.	C
**Tell about daily schedule.	
4. Write time from clock visuals and from dictation.	A
5. Write days and dates in full and abbreviated form.	B
6. Given visuals of weather conditions, ask and answer questions about the weather.	D

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Suggested Resources

- Lifeskills 1, pp. 25-28.
- A Conversation Book: One, pp. 25-32, 62-63, 69-77.
- Before Book One, pp. 17-23.
- GrammarWork 1, pp. 60-65.
- Impact 1, pp. 111-112.
- Side by Side: One, pp. 52-58.
- English for a Changing World: Cue Book 1, Scene 8.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-I: TIME/WEATHER

Function	Example	Structure	Related Items
Express/inquire about time	What time is it? It's _____. What's the date?	Be: present It (subject)	Clocks, calendars Days, months, dates
Identify signs/symbols	3:00 PM. 6:00 AM.		Morning, afternoon night
Report information chronologically related	My appointment is on May 5 at 3:30. She goes shopping on Saturday. He works from 7:00 to 11:00. I start work at 9:00.	Verbs: simple present Prepositions of times: on, at	Appointment cards Work schedules Daily routine
Identify weather conditions	How's the weather? It's hot today. It's cloudy and cold. It's very windy.	Be + adjective It (subject) Conjunctions: and Very + adjective	Seasons Weather conditions

B-I: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given oral requests for amounts under \$20.00, produce the amount. **Identify coins and bills by name and value.	A
Key 2. Given \$20.00 and the price tag of an item, produce the correct change. **Read price tags.	B
3. Given dictated amounts below \$100.00, write the amounts in numerals.	C
4. Present identification upon request.	C

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Suggested Resources

- Lifeskills 1, p. 15.
- Lifelines 1, Lesson 5.
- GrammarWork 1, pp. 22-23.
- GrammarWork 2, pp. 3-4.
- Impact 1, pp. 127-128.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-I: MONEY/BANKING

Function	Example	Structure	Related Items
Report descriptive information about quantity/price	How much is a <u>dime</u> ? It's <u>10</u> cents. How much is this? It's \$10.50. That's \$18.99. Here's a twenty.	Wh-questions: how much	Coins, bills Price tags
Ask/answer requests for clarification	Excuse me. How much?		Rising intonation
Express needs	Do you have change for _____? How much do you need? I need a <u>quarter</u> . You need 80 cents.	Verbs: simple present Yes/no questions Wh-questions: how much	Addition/subtraction
Make a request*	Could I see some ID, please?*	Yes/no questions	
	Do you have any ID?*		
	Do you have a penny?*		
Identify signs/symbols	\$.69. \$12.05. 33¢.		Price tags

*Students to respond only.

B-I: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Describe what a classmate is wearing, including color.	A
Key 2. Given a visual of articles of clothing and price tags, ask and answer questions about items and their prices.	C
3. Ask where items are located in a store.	C
4. Given visuals of different weather conditions, suggest appropriate clothing to wear.	B
5. Express clothing likes and dislikes.	D

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Suggested Resources

- Lifeskills 1, pp. 14-24, 29, 41.
- Lifelines 1, Lessons 11, 12.
- GrammarWork 1, pp. 24, 26-27, 29, 75-77.
- Side by Side: One, pp. 42-49.
- A Conversation Book: One, pp. 13-16, 71.
- Impact 1, Lesson 8.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

5

LANGUAGE

B-I: CLOTHING/CONSUMERISM

Function	Example	Structure	Related Items
Report descriptive information about size/color	She's wearing a blue sweater. He isn't wearing socks. I'm looking for size 8.	Verbs: present continuous Possessive ('s) Adjective + noun	Articles of clothing
Express/inquire about likes/dislikes	I like these shoes. Those shoes are too small. He doesn't like red.	Demonstrative adjectives Too + adjective	Colors, sizes
Advise someone to do something	It's cold. Put on a sweater. It's raining. Take your umbrella.	Imperative	Weather conditions
Ask/answer requests for information	How much is this hat? How much are those shoes? Where's the shoe department?	Wh-questions Demonstrative adjectives	
Identify signs/symbols	Sale Clearance 50% off 2 for \$4.99		Department store signs

B-I: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Ask and answer questions about transportation used to go to school/work. **Identify means of transportation.	A
Key 2. Given a local destination, ask where the bus stop is.	A
3. Identify common traffic signs.	D
4. Given a simplified local map, identify vicinity of school, home, work.	C

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Suggested Resources

- Lifeskills 1, pp. 26, 30-32, 82-83.
- A Conversation Book: One, pp. 111-113.
- Impact 1, pp. 90-91, Lesson 5.
- Side by Side: One, pp. 36-37.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-I: TRANSPORTATION

Function	Example	Structure	Related Items
Ask/answer requests for information	How do you go to work? By bus. I walk. Where's the bus stop? Where are you going? To school.	Wh-questions Adverbials of means: by + transportation Prepositions of place: to	Means of transportation
Report descriptive information about location/direction	I'm going to <u>Ballston</u> . The bus stop is on the corner.	Prepositions of place: to, on	
Express needs/wants	I need a transfer, please. I want to go to <u>Tyson's Corner</u> .	Verbs: simple present	
Identify meanings of signs/symbols	Don't walk. Stop. OK. Go.	Imperative	Traffic signs
Instruct someone to do something*	Point to <u>South Arlington</u> . Find the school.* Show me where you work.*	Imperative	Local map

*Students to respond only.

B-I: HOUSING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given a visual or a floor plan of a house, identify rooms and furniture/fixtures.	B
Key 2. Given a visual of common chores inside and outside the house, ask someone to perform the chores being depicted.	D
3. Describe own residence, including type of housing, number of rooms, and location.	C
4. Given a visual of a house in disrepair, identify problems.	E

04

Suggested Resources

- Lifeskills 1, pp. 29, 58-60, 66.
- GrammarWork 1, pp. 34-38, 54-55, 81.
- English for a Changing World: Cue Book 1, Scenes 4, 5.
- Side by Side: One, pp. 6-20, 39-40.
- Lifelines 1, Lessons 13, 14.
- A Conversation Book: One, pp. 43, 51-54.
- Notion by Notion, Lesson 12.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-I: HOUSING

Function	Example	Structure	Related Items
Report descriptive information about location	There's a sofa in the living room. I live in South Arlington.	There is/are Prepositions of places: in, on, under, above, next to, between	Rooms/furniture
Report descriptive information about condition	The apartment building is new. The toilet doesn't work. My lock is broken. The sink is dripping.	Be: present Be + adjective	Maintenance problems
Ask someone to do something	Please sweep the floor. Would you please cut the grass? Please help me make the beds.	Imperative Object pronouns	Household chores Polite requests

B-I: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given visuals of food, identify items orally and in writing.	A
Key 2. Given a simplified food ad, ask and answer questions about the prices of items. **Identify containers and quantities.	B,C
3. Given visuals of food, categorize items as meat, dairy, fruit, or vegetable.	D
4. Ask and answer questions about daily eating habits.	G

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Suggested Resources

- Lifeskills 1, pp. 42-54.
- A Conversation Book: One, pp. 80-82.
- English for a Changing World: Cue Book 1, Chart 8-9.
- Side by Side: One, pp. 118-119.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-1: FOOD

Function	Example	Structure	Related Items
Identify objects	That's a bag of onions. Those are pears. Milk is a dairy product.	Nouns: singular/plural, count/noncount	Food items Containers/ quantities
Express/inquire about likes/dislikes	Do you like chicken? I like tea, but I don't like coffee.	Verbs: simple present Yes/no questions Conjunctions: and, but	
Report information chronologically related	What did you eat for breakfast? What are you going to have for lunch?	Verbs: simple past, going to future	Meals
Express/inquire about quantities/price	How much is a bag of onions? How much do oranges cost? Chicken is \$.89 a pound.	Wh-questions: how much	
Identify signs/symbols	\$0.39/pound 39¢/lb	Wh-questions: how much	Abbreviations for measures
Express/inquire about needs/wants/intentions	I'm going to the store. Do you need anything? Do you want any milk? I need a loaf of bread. I need some rice. No, I don't need any.	Indefinite articles: any/some Nouns: count/noncount	Containers/ quantities

B-I: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given a visual of the human body, identify parts.	A
Key 2. Given visuals of people who are sick or injured, identify the nature of illnesses and injuries.	A
3. Given visuals of an emergency situation, call the appropriate agency for assistance and give the nature of the emergency, name, address, and telephone number.	C
4. Given visuals of minor medical problems, suggest actions to be taken.	B
5. Respond to common instructions from doctor/nurse.	D

Suggested Resources

- Lifeskills 1, pp. 87-90, 94.
- Impact 1, pp. 77-79.
- A Conversation Book: One, pp. 22-25, 39, 133-134.
- Side by Side: One, pp. 88-91.
- GrammarWork 1, p. 58.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-1: HEALTH

Function	Example	Structure	Related Items
Express/inquire about pain	What's wrong? What's the matter? She has a toothache. My _____ hurts. Yesterday I had a sore throat.	Verbs: simple present, simple past	Parts of the body Illnesses, symptoms
Express sympathy	I'm sorry to hear that. That's too bad.		
Advise someone to do something	Take 2 aspirin, and go to bed. You shouldn't smoke. He should call a doctor. Drink some hot tea.	Imperative Modal: should Conjunctions: and	First aid, remedies
Report information causally related	I was absent because I was sick. She has a stomachache because she ate too much.	Because + clause Be: past Verbs: simple present, simple past	
Instruct someone to do something*	Inhale/exhale.* Open your mouth and say "ah."*		
Request assistance	Help! Send an ambulance. Can you help me? Fire! Call the fire department.	Imperative Modal: can	Emergency situations

*Student to respond only.

B-I: COMMUNITY SERVICES

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given letters to be sent within the U. S. and overseas, purchase the needed postage.	A
Key 2. Given a blank envelope, address it correctly to be mailed in the U. S.	B
3. In a post office, identify the correct slots for different types of mail.	A

Suggested Resources

- Lifelines 1, Lesson 16.
- A New Start: Literacy Workbook 2, pp. 17-19.
- English That Works 1, pp. 22-27.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-I: COMMUNITY SERVICES

Function	Example	Structure	Related Items
Identify objects	This stamp is for airmail letters. That's for local mail.	Demonstrative pronouns	Postal items
Express/inquire about needs/wants	I need some postcards. Do you need any aerograms? I want to send this to Thailand. I want 3 twenty-cent stamps.	Indefinite articles Verbs: simple present	
Ask/answer requests for information	How much does a postcard cost? How much does it cost to mail a postcard? What's the zip code? What's your address?	Wh-questions	Addressing envelopes

B-I: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given visuals of various occupations, identify job titles, places of work, tasks, and tools.	A
Key 2. Describe occupation in native country, including length of employment.	E
3. Given visuals of various occupations, express work preferences.	B
4. Complete a simplified job application asking for personal data, former occupation, and length of employment.	C
5. Given an alphabetized list of job titles, locate jobs specified by teacher.	D

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Suggested Resources

- Lifeskills 1, pp. 56-57.
- A Conversation Book: One, pp. 116-119.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-I: FINDING A JOB

Function	Example	Structure	Related Items
Ask/answer requests for information	<p>What is he?</p> <p>Where does a dishwasher work?</p> <p>What does he do?</p> <p>He washes dishes.</p> <p>He cleans the kitchen.</p> <p>A seamstress uses a sewing machine.</p> <p>What did you do in _____?</p> <p>What experience do you have?</p> <p>I was a mechanic for 5 years.</p>	<p>Wh-questions</p> <p>Verbs: simple present, simple past</p> <p>Adverbials of time: for</p>	<p>Occupations, tools, duties, work places</p> <p>Simplified application forms</p>
Express preferences	<p>I like to work inside.</p> <p>I don't like to work at night.</p> <p>I want to work in a factory.</p> <p>I don't want to be a busboy.</p>	<p>Verb to + verb</p>	<p>Working conditions</p>

B-I: ON THE JOB
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given a work situation, follow simple two-step instructions to complete a job task.	A
**Ask for clarification of unclear instructions.	
Key 2. Given a work schedule, ask and answer questions about hours and duties.	B,C,G
3. Given common workplace signs, explain their meaning.	B
4. Inquire about the location of people, facilities, and equipment at the job site.	C
5. Ask and answer questions about progress and quality of work.	C

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Suggested Resources

- Speaking Up at Work, Unit 1, Section 3.
- Speaking Up at Work, Unit 2, Section 2.
- Speaking Up at Work, Unit 5, Section 2.
- Speaking Up at Work, pp. 104-105.
- The Work Series, Work Rules.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-I: ON THE JOB

Function	Example	Structure	Related Items
Report information chronologically related	<p>When do you work at night?</p> <p>Who washes dishes in the morning?</p> <p>She has Friday and Saturday off.</p> <p>I don't work Sunday and Monday.</p> <p>She prepared the salad from 9:00 to 12:00.</p> <p>Are you finished?</p> <p>Are you done?</p> <p>No, not yet.</p>	<p>Verbs: simple present, simple past</p> <p>Yes/no questions</p>	Work schedules
Ask/answer requests for information	<p>Where is the supply closet?</p> <p>Where can I find more soap?</p> <p>Is this all right?</p> <p>Is this OK?</p>	<p>Modal: can</p> <p>Yes/no questions</p>	Work place Equipment/personal
Ask/answer requests for clarification	<p>Excuse me. What did you say?</p> <p>I'm sorry. I didn't understand.</p> <p>What should I do?</p>	<p>Modal: should</p>	Rising intonation
Identify meaning of signs/symbols	<p>We must wash our hands.</p> <p>We have to enter here.</p> <p>We can't smoke in here.</p> <p>This means no smoking.</p>	<p>Modals: must, cannot have to</p> <p>X means y</p>	Work place signs

B II

8:

B-II STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL V)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

<u>General Language Ability</u>	<u>Listening Comprehension</u>	<u>Oral Communication</u>	<u>Reading</u>	<u>Writing</u>
Can satisfy basic survival needs and some limited social demands.	Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition.	Functions independently in most face-to-face basic survival situations but needs some help.	Reads and understands some short simplified materials related to basic needs with some misinterpretations.	Writes phrases and some short, simple sentences; completes simplified forms.
Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.	Has limited ability to understand on the telephone.	Asks and responds to direct questions on familiar and some unfamiliar subjects.		Makes some errors; needs assistance.
A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.		Still relies on learned phrases but also uses new phrases (i.e., speaks with some creativity) but with hesitation and pauses.		
		Communicates on the phone to express a limited number of survival needs, but with some difficulty.		
		Participates in basic conversations in a limited number of social situations.		
		Can occasionally clarify general meaning by simple rewording.		
		Increasing, but inconsistent control of basic grammar.		

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level B-II

Check means student can do the task.

Language Skills: 1 Needs improvement
 2 Satisfactory
 3 Good

Time Block: ILanguage SkillsPersonal Identification

1. Ask/answer questions: Self _____
2. Complete form _____

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Telephone Communication

1. Find area codes/
phone rates _____
2. Find phone numbers _____
3. Leave messages _____

Absences: _____
 Comments: _____

Signature: _____ Date: _____

Time Block: IILanguage SkillsFood

1. Read food ads _____
2. Find food in supermarket _____

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Health

1. Suggest treatment _____
2. Make appointment _____
3. Make emergency call _____

Absences: _____
 Comments: _____

Money/Banking

1. Write checks _____
2. Request correct change _____

Signature: _____ Date: _____

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level B-II

Check means student can do the task.

Language Skills: 1 Needs improvement
 2 Satisfactory
 3 Good

Time Block: IIILanguage SkillsFinding a Job

1. Read want ads _____
2. Complete job application _____

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Housing

1. Read housing ads _____
2. Call management for repairs _____

Absences: _____
 Comments: _____

Clothing/Consumerism

1. Describe lost child/robber _____
2. Find items in store _____

Signature: _____ Date: _____

Time Block: IVLanguage SkillsTransportation

1. Read bus schedules _____
2. Give directions _____
3. Explain traffic signs _____

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

On the Job

1. Follow instructions _____
2. Call about lateness/absence _____
3. Complete time sheets _____

Absences: _____
 Comments: _____

Community Services

1. Complete money order _____
2. Complete change of address card _____

Signature: _____ Date: _____

B-II: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Ask and answer questions about self-identification, including name, address, telephone and social security numbers, birthdate and place, age, marital status, names and ages of children, height, weight, hair/eye color, education, work history. **Spell first, middle, and family names.	A
Key 2. Fill out a personal data form requesting the above information, plus sex and signature.	B
3. Introduce self and others, using appropriate forms of address and introduction.	C
4. Identify family relationships over three generations.	D

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Suggested Resources

- English for Adult Competency I, Unit 1.
- English That Works 1, Unit 1.
- Notion by Notion, Units 1-3.
- GrammarWork 1, pp. 88-90.
- Side by Side: One, pp. 32-33, 64-65.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: PERSONAL IDENTIFICATION

Function	Example	Structure	Related Items
Identify self/others	What's your name? It's <u>Hai Nguyen</u> . Who's he? He's <u>Abdul</u> . That's Ms. Martin.	Be: present Demonstrative pronouns Subject pronouns	Use/order of names
Introduce self/others	My name is <u>Mulu</u> . This is my brother, <u>Siraj</u> . I'd like you to meet my wife. I'm glad to meet you.	Would like	Family members Forms of address
Ask/answer requests for information	Where are you from? What's your address? How old are you? I live in Arlington. My telephone number is 536-2920 Are you married or single? Do you have any children?	Verbs: simple present Be: present Wh-questions Yes/no questions Subject pronouns	Personal data forms Measurements: height/weight Intonation of wh- and yes/no questions
Greet/take leave	Hello. How are you? See you later.		

B-II: TELEPHONE/COMMUNICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Competencies

- | | |
|--|---|
| Key 1. Given a telephone book, find the area codes for specified cities and identify long distance discount days/times. | C |
| Key 2. Given the white pages of the telephone book, find residence, government, and business listings as specified by the teacher. | C |
| Key 3. Using the teletrainer, call friend/school/work and leave a simple message.
**Initiate and end a conversation appropriately. | B |
| 4. Repeat a telephone number and write telephone numbers from dictation. | B |
| 5. Take a phone message in writing, including name and number of caller and indicating whether the caller wants to be called or will call again. | B |
| 6. State three reasons a person might call the operator. | E |
| 7. Use telephone to extend an invitation. | A |

Suggested Resources

- English for Adult Competency I, p. 20.
- A Conversation Book: One, pp. 99-100.
- A Conversation Book: Two, p. 66.
- Side by Side: One, p. 77.
- GrammarWork 2, p. 30.
- Lifeskills 1, p. 34.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: TELEPHONE/COMMUNICATION

Function	Example	Structure	Related Items
Identify self/others	Hello. This is _____. Speaking. Who is this?		Telephone etiquette
Make a request	May I speak to _____? Is _____ there? May I leave a message?	Modal: may Yes/no questions	Polite requests
Ask someone to do something	Please tell him <u>Minh</u> called. Please ask him to call me.	Object pronouns Imperative	
Ask/answer requests for clarification	Who? 543-8976? Please spell your name.		Rising intonation
Invite someone to do something	Do you want to go to the movies? Would you like to come? Can you come to dinner?	Yes/no questions Modal: can Would like	
Greet/take leave	Hello Minh. This is _____. I've got to go now. Thanks for calling. Good-bye.		

B-II: FOOD
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Competencies

- | | |
|--|-----|
| Key 1. Given a newspaper food ad, ask and answer questions about the prices of items. | B,C |
| Key 2. Given a diagram of a supermarket and shelves, ask and answer questions about the location of items. | D |
| **Categorize items (e.g., meat, produce, dairy, frozen foods). | |
| 3. Write a shopping list of items needed for a specific dinner or recipe. | A |
| 4. Given a specified amount of money and a menu, order a meal from a fast food restaurant. | F |
| 5. Give simple directions for preparing food. | G |

Suggested Resources

- English for Adult Competency I, Unit 2.
- Notion by Notion, Units 11, 15, 16.
- Lifeskills 1, p. 46.
- Lifelines 1, Lesson 9.
- GrammarWork 2, pp. 8-10, 17-18, 68.
- Speaking of Survival, pp. 147-158.
- Side by Side: One, pp. 118-121.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: FOOD

Function	Example	Structure	Related Items
Report descriptive information about price/quantity	How much is milk at ____? It's \$1.51 a gallon. How much do bananas cost? Pork is cheaper at ____. A pound of onions costs 49¢.	Wh-questions: how much Comparative Nouns: singular/plural, count/noncount	Food ads Quantities, containers
Report descriptive information about location	Where's the dairy section? It's in the back. Where can I find rice? It's in Aisle 3 on the third shelf.	Prepositions of place Modal: can	Ordinal numbers Diagram of store/ shelves
Express/inquire about needs/wants	I need some milk. How much do you need? How many loaves of bread do you want? You need a cup of flour. I'd like regular fries.	Indefinite adjectives: some/any, much/many Indefinite pronouns	Quantities Shopping list Fast food menu
Report information chronologically related	First you cut the chicken. Then add ginger and soy sauce. Heat the oil and cook until done.	General "you" Sequence markers Imperative	Recipes Cooking terms
Identify meaning of signs/symbols	Chicken is \$.99 a pound. A quart of milk costs \$.51.		Food ads

B-II: HEALTH
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given visuals of people who need minor medical care, suggest action to be taken. **Identify illnesses and injuries.	A
Key 2. Make a medical appointment giving name, telephone number, and nature of the problem.	E
Key 3. Given an emergency situation, call the appropriate agency and give the nature of the emergency, name, address, and telephone number.	C
4. Given medicine bottle labels, explain dosage and warnings.	F
5. Given a simplified medical form, fill it out.	H

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Suggested Resources

- English for Adult Competency I, Unit 3.
- Lifeskills 2, pp. 69-72, 75.
- Speaking of Survival, pp. 14, 20-29, 66-79.
- Side by Side: One, pp. 88-91, 180.
- A Conversation Book: One, pp. 137, 140-141.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: HEALTH

Function	Example	Structure	Related Items
Express/inquire about pain	What's wrong. What's the matter with him? He has the flu. I don't feel well. I had a fever and a bad cough.	Verbs: simple present, simple past Conjunction: and	Illnesses Symptoms
Advise someone to do something	Take 2 aspirin, then go to bed. You should call the doctor.	Imperative Modal: should	Remedies
Express/inquire about needs	I need an ambulance. My son is unconscious. I need to see the doctor. I'd like to make an appointment.	Would like Verb to + verb	Emergency situations Telephone etiquette-- appointments
Report information chronologically related	I've been sick for five days. How long has she had this fever? Since Friday. Have you ever had _____?	Verbs: present perfect Adverbials of time: for/since	Medical forms
Express/inquire about obligation	Don't drive when you take this. You must finish this medicine.	Imperative Modal: must	Medicine bottles
Report descriptive information about location	Send an ambulance to _____. There's been an accident at the corner of _____.	Preposition of place	Emergency situations

B-II: MONEY/BANKING
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Competencies

Key 1. Given a bill and a personal check, write the check for the amount due.

C

**Write amounts in words and numerals.

Key 2. Given incorrect change from \$20.00, identify error and request the correct change.

B

3. Given a paycheck, verify that it is made out correctly and endorse it.

C

4. Identify common banking items.

D

5. Explain differences between checking and savings accounts.

D

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Suggested Resources

- English for Adult Competency I, Unit 8.
- A Conversation Book: One, p. 128.
- Lifeskills 1, pp. 69-72.
- Lifeskills 2, pp. 12-17.
- Speaking of Survival, pp. 110-111.
- English That Works 1, Unit 5.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: MONEY/BANKING

Function	Example	Structure	Related Items
Correct an error	Excuse me. You didn't give me enough change. I think you owe me \$2.00. I gave you a twenty, but you gave me change for a ten.	Sequence of tenses Enough + noun Conjunction: but	
Express a logical conclusion	I worked 30 hours, so I should get \$95.00. There must be a mistake. I should get more money.	So + clause Modals: must, should	Pay checks
Ask/answer requests for information	Do you have a savings account or a checking account? If you have a checking account you can write checks. You get interest if you have a savings account. How do you withdraw money from a savings account?	Conjunction: or Conditional clauses: real present General "you"	Banking terms

B-II: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Competencies

Key 1. Given want ads from level texts, ask and answer questions about the jobs advertised.	D
Key 2. Given a local job opening, fill out a simplified application for that job.	C
3. Identify skills and experience which relate to local job opportunities.	E
4. Call to set up an interview appointment.	E
5. Suggest where to look for jobs.	B

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Suggested Resources

- English for Adult Competency I, Unit 7.
- English That Works 1, Units 2, 3.
- Notion by Notion, Unit 4.
- A Conversation Book: One, pp. 121-122.
- GrammarWork 1, pp. 88-91.
- Lifeskills 2, pp. 30-34.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: FINDING A JOB

Function	Example	Structure	Related Items
Ask/answer requests information	What jobs have you had? Do you have any experience? What did you do in _____? Where did you work? I've been a busboy for _____. I was a mechanic.	Be: present, past Verbs: simple present, simple past, present perfect	Work experience Application form
Express/inquire about capability	What skills do you have? What can you do? I can measure, cut, and sew. I can't type, but I can file. I can be a clerk. I can apply for a sewing job.	Modals: can Conjunctions: and, but	Job skills and local job opportunities
Make a request	I'd like to speak to Mr. Cooper. I'd like to make an appoint- ment for an interview.	Would like to	Telephone etiquette
Expand abbreviated messages	What does e-x-p mean? It means experience. Is it full-time or part-time? Do you need a car? It says you need a car.	X means y Yes/no questions Conjunction: or Reported speech	Want ads

B-II: HOUSING
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given a housing ad from level text, ask and answer questions about the unit for rent, including the number and types of rooms, the price, and the utilities provided.	F
Key 2. Given a visual of a house in disrepair, identify problems and call management to request repairs.	E
3. Given visuals of different types of housing and rental conditions, select one and state reasons for choosing that one.	G
4. Given a list of simplified housing regulations, explain them.	H
5. Identify housing signs.	F

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Suggested Resources

- English for Adult Competency I, Unit 5.
- Speaking of Survival, pp. 51-63.
- Side by Side: One, pp. 38-39, 194-195.
- Impact 1, Lesson 10.
- Notion by Notion, Unit 9.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: HOUSING

Function	Example	Structure	Related Items
Expand abbreviated messages	Plus util. means utilities are extra. This ad is for a two-bedroom apartment.	X meant y	Housing ads
Ask/answer requests for information	When is the apartment available? Is it furnished or unfurnished? Are utilities included? You pay for gas, but not electricity.	Wh-questions Yes/no questions	Housing ads
Report descriptive information about condition	There's something wrong with my sink. There's a hole in the wall. There's no hot water. The faucet keeps dripping. The toilet keeps running.	There is Verb + verb-ing	Household repairs
Identify self	Hello This is _____ in Apartment 7. This is _____ at 55 North Eighth Road.		Telephone etiquette
Express preferences	I'd rather live in a house. I have two children so I prefer the larger apartment. I prefer to live in the newer building.	Would rather Comparative So + clause	
Express/inquire about obligation	Are pets allowed? No. You cannot have pets. You must pay rent on the first.	Modals: can, must, have to	Housing regulations

B-II: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Competencies

- | | |
|--|---|
| Key 1. Describe a lost child or robber, including clothing and distinguishing characteristics. | A |
| Key 2. Given a list of clothing items for family members and a cross-section visual of a department store, ask and answer questions about location of items. | E |
| 3. Given clothing care labels, ask and answer questions about care instructions on labels. | F |
| 4. In a store simulation, return or exchange merchandise. | G |

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Suggested Resources

- English for Adult Competency I, Unit 6.
- A Conversation Book: One, pp. 88-89.
- GrammarWork 1, pp. 25, 30-31.
- Lifeskills 1, p. 21.
- Notion by Notion, Unit 17.
- Lifelines 1, Lesson 11.
- English for a Changing World: Cue Book 2, Chart 4.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: CLOTHING/CONSUMERISM

Function	Example	Structure	Related Items
Report descriptive information about color/size	She is (was) wearing a red plaid skirt. He had dark glasses. These are blue. Do you have another color? They were too small.	Verbs: present continuous, past continuous, simple past Very, too, enough Demonstrative pronouns	Articles of clothing Colors/patterns, sizes
Report descriptive information about location	Where can I find a dress for my wife? The women's department is on the second floor. It's next to shoes.	Prepositions of place	Department store Floor plan
Advise someone to do something	You should wash this sweater in cold water. You shouldn't iron it. If I were you, I wouldn't dry clean it. I'd wash it by hand.	Modal: should Conditional clauses: unreal present	Clothing care labels
Request assistance	Can you help me? Could you exchange this for me, please? Could you find me a medium?	Modal: can, could	Polite language

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B-II: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

Competencies

- | | |
|---|---|
| Key 1. Given a bus schedule for a local route, ask and answer questions about arrival and departure times and length of trip. | E |
| Key 2. Given a simplified map, give directions between two points. | B |
| Key 3. Given visuals of traffic signs, explain their meanings. | D |
| 4. Given a local map, find a location specified by the teacher. | B |

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Suggested Resources

- English for Adult Competency I, Unit 4.
- Side by Side: One, pp. 144-148.
- English That Works 1, Unit 4.
- Lifeskills 2, pp. 86-87, 96-98.
- Impact 2, pp. 118-119.
- GrammarWork 1, p. 80.
- GrammarWork 2, p. 59

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: TRANSPORTATION

Function	Example	Structure	Related Items
Ask/answer requests for information	Which bus goes to <u>Rosslyn</u> ? What time does it leave? What time does it arrive? It leaves at 10:00 and arrives at 10:23.	Wh-questions Conjunction: and	Bus schedules
Report information chronologically related	If you leave at 6:05, you'll arrive at 6:45. How long does it take? It takes 40 minutes.	Conditional clauses: real present Modal: will Wh-questions: how long	Bus schedules
Give directions	Take Route 50 to Park Drive. Turn right on 17th Street. Go straight two blocks and turn left.	Imperative	Map
Ask/answer requests for clarification	Did you say right or left? Where do I turn? When does the bus leave?	Wh-questions Yes/no questions	Rising intonation
Report descriptive information about location	It's on the corner of 17th and Q. It's across from the bank.	Prepositions of place	
Give warnings	Don't turn. It's a one-way street. Slow down. There's a school near here.	Imperative	Traffic signs

B-II: ON THE JOB
PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given a work situation, follow multiple-step instructions to complete a job task. **Confirm understanding by repeating instructions.	A
Key 2. Call employer to inform about expected lateness or absence.	E
Key 3. Given a work schedule, fill out and sign a time sheet.	D
4. Given a task which requires assistance, request help from a co-worker.	C
5. Given a pay stub, identify gross and net pay.	F

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Suggested Resources

- Speaking Up at Work, Unit 1, Sections 2, 3.
- Speaking Up at Work, Unit 2, Sections 1, 3.
- Speaking Up at Work, Unit 3, Section 2.
- English That Works 1, Unit 5.
- The Work Series, Payroll Deductions and Company Benefits.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: ON THE JOB

Function	Example	Structure	Related Items
Request assistance	Could you help me? Would you lend me a hand? I need some help.	Modals: could, would	
Apologize	I'm sorry. I'm going to be late. I'm sorry. I can't come to work on Friday.	Verbs: going to Modals: cannot	Telephone etiquette
Report information causally related	My son's very sick. I have to take him to the doctor. I can't come in today because I was sick all night. I don't feel well, so I'd like to stay home.	Because + clause So + clause	
Ask/answer requests for clarification	What do I do first? I put in the soap and then turn on the water? Did you say 100 napkins? You want me to make coffee? Right?	Wh-questions Yes/no questions Adverbials of sequence	Job tasks Rising intonation

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B-II: COMMUNITY SERVICES

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

	<u>Competencies</u>
Key 1. Given a bill, purchase and complete a money order.	C
Key 2. Given a new address, complete a change of address form.	C
3. Inquire about prices and procedures for insuring packages, and for registering (certifying) letters.	B
4. Complete forms for mailing a package outside the United States.	C
5. Apply for a library card by presenting necessary identification and completing the application.	D

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Suggested Resources

- English for Adult Competency I, Unit 8.
- A Conversation Book: Two, p. 80.
- Lifeskills 2, p. 42.
- Lifelines 1, Lesson 6.

Remember to Address

- Reading and Writing Enabling Skills
- Cross-Cultural Questions
- Pronunciation

LANGUAGE

B-II: COMMUNITY SERVICES

<u>Function</u>	<u>Example</u>	<u>Structure</u>	<u>Related Items</u>
Ask/answer how to do something	How do I insure this package? I'm moving, what do I have to do? How can I get a library card?	Wh-questions	Postal forms
Make a request	May I have a change of address card? May I have a library card application?	Modal: may	
Express/inquire about needs/wants/intentions	I want to send this registered mail. I want to insure this package. What forms do I need to fill out if I'm mailing this to Thailand?	Verb to + verb Conditional clauses: real present	Postal procedures
Ask/answer requests for information	How much will it cost to insure this package? How long will it take to get there? What should I do if it doesn't get there?	Modal: will, should Conditional clauses: real present	

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1.5

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Revised B-3 and B-4 Curricula

The B-3 and B-4 curricula were revised in 1987 to reflect the changing needs of the student population. More students who had been in the U.S. for longer periods of time (5-10 years) entered the program as classes were opened up to tuition students and amnesty students. Their basic survival needs for finding food, clothing, shelter, and a job were already met. These students expressed an interest in improving their language skills and cultural knowledge in order to upgrade their living and job situations. A needs assessment indicated their desire to improve social interactions both on and off the job. A functional approach to curriculum design offered a means to help them reach their goals.

Organization

Language functions remain the basis of the B-3 and B-4 curricula. They are organized around content areas (e.g. Getting to know each other, Sharing ideas and Telling) that determine the vocabulary (notions), pronunciation points, and cultural knowledge upon which to focus instruction.

Language Page

Functions. Functions are the focus of language practice. They are the units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Context. The context describes the situations in which the functions are to be applied.

Materials. Suggestions for materials are listed in this column.

Language. This column gives examples, both formal and informal that represent how those functions may be expressed. They exemplify the complexity of language expected at that particular level (B-3 or B-4).

Structure. This column identifies the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Cultural Points (B-4)

This page focuses the teacher's attention on cultural rules that may influence the use of a specific function. These rules can serve as springboards for classroom discussion on cross-cultural issues.

Using the Curriculum

Lesson Planning

Before beginning a unit, look over the language, cultural information, and suggested materials. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them.

Once you have a broad plan in mind, you can begin to plan your lessons in detail. You might proceed as follows:

- (1) Select an activity to introduce the functions in context. This may be a listening exercise, a short reading passage or dialog, or a video presentation.
- (2) Plan to discuss the situation by eliciting who, what where, why (purpose: language function). Elicit the dialog itself.
- (3) Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises.
- (4) Consider the particular needs of your students in selecting cultural points to be addressed.
- (5) Choose activities that move from structured practice (drills) to communicative activities (role play, information gap, simulation).
- (6) Select application activities, for real use, inside or outside the classroom, that give the students an opportunity to personalize the language being taught. Go beyond the context of the lesson presentation, if appropriate, to maximize possibilities for language use.
- (7) Determine which activity (from 5 or 6) will enable you to evaluate student performance of the language functions for the unit.

Evaluation

Evaluation remains an integral part of the revised B-3 and B-4 curricula. Language functions may be evaluated using the same type of activities that are used to evaluate tasks in a competency-based system of instruction. We evaluate student ability to use functions and structures in the contextual situations in which they have been taught. We also consider the quality of a student's performance by judging its acceptability by native speakers (see SPL'S).

Please read the evaluation section pp 6 and 7 and the evaluation criteria pp 8 and 9.

Writing\Revised.Cur #3

B III

B-III STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL VI)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability

Can satisfy most survival needs and limited social demands.

Can handle jobs and job training that involve following simple oral and written instructions and diagrams.

A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.

Listening Comprehension

Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech.

Has some ability to understand without face-to-face contact (e.g., on the telephone, TV).

Oral Communication

Functions independently in most survival situations but needs some help.

Relies less on learned phrases; speaks with creativity, but with hesitation.

Communicates on the phone on familiar subjects, but with some difficulty.

Participates with some confidence in social situations when addressed directly.

Can sometimes clarify general meaning by rewording.

Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control.

Reading

Reads and understands simplified materials on familiar subjects.

May attempt to read some non-simplified materials (e.g., a notice from gas company), but needs a great deal of assistance.

Writing

Performs basic writing tasks in a familiar context, including short personal notes and letters (e.g., to a teacher or landlord).

Makes some errors; may need assistance.

PROGRESS REPORT

Name _____ Teacher _____ Level B-III

Check means student can do the task.

Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

Time Block: IGetting to Know People

1. Exchange Greetings _____
2. Initiate a Conversation _____
3. Compliment Someone _____

Using the Telephone

1. Take/leave a message _____
2. Request information _____
3. Request assistance/favor _____

Getting Things Done at Home

1. Describe a problem _____
2. Request house repairs _____
3. Request help with a chore _____
4. Offer to help with a chore _____
5. Complain about mistakes/annoyances _____

Language Skills

Pronunciation _____
Listening _____
Grammar _____
Vocabulary _____
Reading _____
Writing _____

Signature: _____

Date: _____

PROGRESS REPORT

Name _____

Teacher _____

Level B-III

Check means student can do the task.

Language Skills: 1 Needs improvement

2 Satisfactory

3 Good

=====

Time Block: IILanguage SkillsSharing Ideas and Feelings1. Express opinions about
an issue/object _____2. Express agreement/
disagreement _____

3. Express likes/dislikes _____

4. Express approval/
disapproval _____Pronunciation _____Listening _____Grammar _____Reading _____Writing _____Getting Things Done - On the Job1. Request help from
co-workers _____2. Offer to help a
co-worker _____3. Request permission from
a supervisor _____4. Apologize for absence/
tardiness _____5. Respond to corrections/
praise _____

6. Request approval _____

Getting Around Town1. Describe location using
landmarks and proximity _____2. Direct someone to a
given location _____3. Request/Grant permission about
rules and regulations _____

Signature: _____

Date: _____

Level B 3

Unit I: GETTING TO KNOW PEOPLE

<u>Functions</u>	<u>Context</u>	<u>Materials</u>	<u>Language</u>	<u>Structure</u>
Greeting others	new neighbors friends	<u>Expressways 2B</u> , p 98 <u>Lifelines 3</u> , pp 2, 3, 4	Oh, hello. Hi. How are you doing? What's new with you? My son just got married	Past tense
Introducing self and others	new neighbors at school	<u>Expressways 2B</u> , p 98 <u>Expressways 2B</u> , p 146	Let me introduce myself. Hello. I'm____	
Initiating a conversation	asking about weekend	<u>Expressways 2B</u> , p 176	How was your weekend? Did you do anything special? I saw a movie	Past tense
	talking about TV	<u>Expressways 2B</u> , p 177	Did you see____ last night?	
	at a party	<u>Expressways 3A</u> , pp 16, 17	Tell me about yourself.	
	meeting old friends	<u>Lifelines 3</u> , pp 2,3	What's new with you?	
Complimenting others	various situations	<u>Expressways 2B</u> , pp 174-175	I like your____. How do you like my____? I think it's____.	

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Level B 3
Unit II: USING THE TELEPHONE

<u>Functions</u>	<u>Context</u>	<u>Materials</u>	<u>Language</u>	<u>Structure</u>
Leaving/Taking messages	at work	<u>Expressways 2B,</u> p 124	May I speak to___? Can I take a message? I'm calling to tell him his car is ready. I'm calling to ask her where she left the keys. Please tell her I'll be late because___.	Modals: may/can Embedded questions Clauses with because
	at home	<u>Lifelines 3,</u> pp 77, 79		
	answering machines	<u>Lifelines 3,</u> pp 80 - 82	Could you please call her I won't be able to___because I have have to___?	Modal: have to
Requesting Information	reservations	<u>Expressways 2B,</u> p 125	I'm calling to tell/ ask___.	
	classes/ registration	<u>Expressways 2B,</u> p 120	I'd like to know if___. I'd like to reserve <u>two seats</u> When does the course begin? How long does it run?	Embedded statements/ questions WH-questions
		<u>Lifelines 3,</u> pp 58, 59		

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Level B 3

Unit II: Using the Telephone, continued

<u>Functions</u>	<u>Context</u>	<u>Materials</u>	<u>Language</u>	<u>Structure</u>
Requesting goods and services (Describing the problem-see Unit III)	house repairs	<u>Expressways 2B,</u> p 104	Can/Could you tell me if you repair air conditioners? Water is leaking on the floor.	Embedded questions
Requesting assistance	talking to an operator using the telephone book	<u>Expressways 2B,</u> p 121 Telephone book	I'd like to make this a person-to-person call.	

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Level B 3
 Unit III: Getting things done - At home

<u>Functions</u>	<u>Context</u>	<u>Materials</u>	<u>Language</u>	<u>Structure</u>
Describing a problem	home repairs	<u>Expressways 2B</u> , p103	What's wrong with it? There's no heat coming out of it.	present tense
	returning items	<u>Expressways 2B</u> , p162-163	The picture moves up and down. What's the problem? It leaks	present tense
Requesting/ offering assistance	house repairs	<u>Expressways 2B</u> , p104	Could you tell me if _____?	87
	household chores favors/borrowing	p 101 p 102	Can I help you____? Can I ask you a favor? Could you possibly____?	
Requesting/giving advice or suggestions	house repairs	p 103	Maybe you should____. How about____? I think you should____.	Modal: should
Expressing gratitude/ appreciation	household chores	p 101	Thanks. I appreciate it.	
	favors/borrowing	p 102		
Remembering/ forgetting	paying bills	p 131-132	Did you remember to pay the electric bill? I forgot to tell you. I completely forgot.	
	(check writing)	(Lifelines 3, Chap 4)		

Level B 3

Unit III: Getting things done - At home, continued

<u>Functions</u>	<u>Context</u>	<u>Materials</u>	<u>Language</u>	<u>Structure</u>
Complaining	mistakes on bills	<u>Expressways 2B,</u> p 133	I think there's a mistake on my bill.	
			I think I've been overcharged.	present perfect
	household annoyances	pp 164-166	Could I possibly ask you to turn down your stereo?	
			I'm calling to find out why you haven't _____ yet?	present perfect ∞ ∞

Level B 3

Unit IV: Sharing Ideas and Feelings

Functions	Context	Materials	Language	Structure
Expressing opinions	making a purchase	<u>On Your Way, Book 2</u> Unit 8, p 64	This car is better because it's more efficient and cheaper.	adjectives comparative
	writing a letter of complaint	<u>On Your Way, Book 2</u> Page 81	In my opinion, service is slow	adjectives and adverbs
Agreeing/ Disagreeing	work performance/ work conditions	<u>Expressways 2B,</u> p 172-173	I agree I disagree That's just what I was thinking.	
	in social situations	<u>Expressways 2B,</u> pp 188-189	Wouldn't you agree? Don't you think so? What makes you say that?	
Expressing likes	clothing	<u>Expressways 2B,</u> pp 174-175	I like your _____. It's very _____. How do you like my _____?	
Expressing preference	returning items/ household complaints	<u>Expressways 2B,</u> pp 162, 166 (review)	I'd prefer to _____ I'd rather not _____	
Expressing satisfaction/ dissatisfaction	talking about the weekend	<u>Expressways 2B,</u> p 176		
Expressing approval/ disapproval				

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Level B 3

Unit V: Getting things done On the job

<u>Functions</u>	<u>Context</u>	<u>Materials</u>	<u>Language</u>	<u>Structure</u>
Requesting/ Offering to do something	helping a co-worker	<u>Expressways 2B</u> , p108	Would you like me to _____?	
Requesting/ Offering assistance	co-worker	p 109	Do you want any help? I'd be happy to give you a hand.	
Requesting permission	modifying schedule	pp 114-115	Could I possibly leave early today? Is it all right if I go home early today?	
Apologizing	absence/lateness	p 113	I apologize for being late. My car broke down.	past tense
Correcting/ Responding to corrections	co-workers/boss	pp 152-153	You aren't entering the data the right way. I don't think you're using the machine quite right. I didn't know that. I wasn't aware of that. Thanks for telling me.	
	dealing with customers	p 154	Excuse me, but that isn't exactly right.	

Level B 3

Unit V: Getting things done - On the job, continued

Functions

Context

Materials

Language

Structure

Asking for
approval

from supervisor.

Expressways 2B,
p 151

Do you approve of
the way I assembled
the machine?

Past tense

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160

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Level B 3

Unit VI: Getting Around Town

<u>Functions</u>	<u>Context</u>	<u>Materials</u>	<u>Language</u>	<u>Structure</u>
Requesting information	calling for bus information	<u>English for Adult Competency</u> , Book 2 p 79	Can you tell me___? What time? How much?	Embedded questions Wh-questions
Describing location	neighborhood places	<u>Expressways 2B</u> , p99	Could you possibly tell me___?	Embedded questions
Asking for/giving directions	in the neighborhood	<u>Expressways 2B</u> , p99	There's a laundry two blocks down	imperative
	one town to another	<u>Lifelines 3</u> , chapter 5	Take 395 South 4 miles to 95 South	
	within the city	chapter 6	It's 2 blocks up on the right.	
Asking for/ granting permission	rules and regulations	<u>Expressways 2B</u> , pp 140, 141	Is parking permitted? Are you allowed to___? I don't think you're allowed to___.	
Expressing approval/ disapproval	traffic regulations	<u>Expressways 2B</u> , p 143	You shouldn't have passed that car.	shouldn't have

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B IV

Revised B-3 and B-4 Curricula

The B-3 and B-4 curricula were revised in 1987 to reflect the changing needs of the student population. More students who had been in the U.S. for longer periods of time (5-10 years) entered the program as classes were opened up to tuition students and amnesty students. Their basic survival needs for finding food, clothing, shelter, and a job were already met. These students expressed an interest in improving their language skills and cultural knowledge in order to upgrade their living and job situations. A needs assessment indicated their desire to improve social interactions both on and off the job. A functional approach to curriculum design offered a means to help them reach their goals.

Organization

Language functions remain the basis of the B-3 and B-4 curricula. They are organized around content areas (e.g. Getting to know each other, Sharing ideas and Telling) that determine the vocabulary (notions), pronunciation points, and cultural knowledge upon which to focus instruction.

Language Page

Functions. Functions are the focus of language practice. They are the units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Context. The context describes the situations in which the functions are to be applied.

Materials. Suggestions for materials are listed in this column.

Language. This column gives examples, both formal and informal that represent how those functions may be expressed. They exemplify the complexity of language expected at that particular level (B-3 or B-4).

Structure. This column identifies the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Cultural Points (B-4)

This page focuses the teacher's attention on cultural rules that may influence the use of a specific function. These rules can serve as springboards for classroom discussion on cross-cultural issues.

Using the Curriculum

Lesson Planning

Before beginning a unit, look over the language, cultural information, and suggested materials. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them.

Once you have a broad plan in mind, you can begin to plan your lessons in detail. You might proceed as follows:

- (1) Select an activity to introduce the functions in context. This may be a listening exercise, a short reading passage or dialog, or a video presentation.
- (2) Plan to discuss the situation by eliciting who, what where, why (purpose: language function). Elicit the dialog itself.
- (3) Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises.
- (4) Consider the particular needs of your students in selecting cultural points to be addressed.
- (5) Choose activities that move from structured practice (drills) to communicative activities (role play, information gap, simulation).
- (6) Select application activities, for real use, inside or outside the classroom, that give the students an opportunity to personalize the language being taught. Go beyond the context of the lesson presentation, if appropriate, to maximize possibilities for language use.
- (7) Determine which activity (from 5 or 6) will enable you to evaluate student performance of the language functions for the unit.

Evaluation

Evaluation remains an integral part of the revised B-3 and B-4 curricula. Language functions may be evaluated using the same type of activities that are used to evaluate tasks in a competency-based system of instruction. We evaluate student ability to use functions and structures in the contextual situations in which they have been taught. We also consider the quality of a student's performance by judging its acceptability by native speakers (see SPL'S).

Please read the evaluation section pp 6 and 7 and the evaluation criteria pp 8 and 9.

Writing\Revised.Cur #3

B-IV STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL VII)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability

Can satisfy survival needs and routine social and work demands.

Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.

A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.

Listening Comprehension

Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.

Understands routine work-related conversations.

Increasing ability to understand without face-to-face contact (telephone, TV, radio).

Has difficulty following conversation between native speakers.

Oral Communication

Functions independently in survival and many social and work situations, but may need help occasionally.

Communicates on the phone on familiar subjects.

Expands on basic ideas in conversation, but still speaks with hesitation while searching for appropriate vocabulary and grammar.

Clarifies general meaning easily, and can sometimes convey exact meaning.

Controls basic grammar, but not more difficult grammar.

Reading

Reads and partially understands some non-simplified materials on everyday subjects; needs assistance.

Writing

Performs routine writing tasks within a familiar context.

Makes some errors; may need assistance.

PROGRESS REPORT

TIME BLOCK I

Student Name _____

Teacher Name _____

BIV _____
Level _____COMMUNICATION OBJECTIVES

GETTING TO KNOW EACH OTHER

1. Making introductions _____
2. Initial conversations:
Exchanging personal
information _____
3. Describing:
-Country location _____
-Climate _____
-People _____
4. Describing personal
experiences _____
5. Greetings & small talk _____
6. Making & responding
to invitations _____

SHARING IDEAS AND FEELINGS

1. Expressing surprise _____
- Expressing sympathy _____
3. Expressing worry &
reassurance _____
4. Apologizing/forgiving _____
5. Expressing wishes _____
6. Asking for/giving
opinions _____
7. Agreeing/disagreeing _____
8. Suggesting _____
9. Expressing preference _____

HANDLING PROBLEMS I

1. Complaining _____
2. Threatening _____
3. Reporting an accident/
crime _____

Comments:

Signature _____

Date _____

LANGUAGE SKILLS

- Key: 1. Needs improvement
2. Appropriate for level
3. Above level

LISTENING

1 2 3

1. Listening for
general idea
2. Listening for
details

SPEAKING

1. Fluency
2. Vocabulary
3. Pronunciation
4. Grammar

READING

1. Overall
2. Identifying main
idea
3. Making inferences
4. Guessing meaning
from context

WRITING

1. Overall
2. Organization
3. Fluency
4. Spelling
5. Vocabulary
6. Grammar
7. Handwriting

PROGRESS REPORT

TIME BLOCK II

Student Name_____
Teacher Name_____
LevelCOMMUNICATION OBJECTIVES

HANDLING PROBLEMS 2

1. Describing problems _____
2. Getting/giving advice _____
3. Calling a hotline _____

GETTING AHEAD

1. Getting information about schools _____
2. Asking/answering questions in a job interview _____
3. Filling out job application _____
4. Writing a resume _____
5. Making suggestions at work _____
6. Asking for a raise/promotion _____
7. Talking about future plans _____

WORKING TOGETHER

1. Giving/receiving instructions _____
2. Correcting _____
3. Warning _____
4. Offering help _____
5. Expressing gratitude _____

Comments:

Signature_____
DateLANGUAGE SKILLS

- KEY: 1. Needs improvement
2. Appropriate for level
3. Above level

LISTENING

1. Listening for general idea
2. Listening for details

1 2 3

SPEAKING

1. Fluency
2. Vocabulary
3. Pronunciation
4. Grammar

READING

1. Overall
2. Identifying main idea
3. Making inferences
4. Guessing meaning from context

WRITING

1. Overall
2. Organization
3. Fluency
4. Spelling
5. Vocabulary
6. Grammar
7. Handwriting

Level 4

Unit I: GETTING TO KNOW EACH OTHER

Functions

Context

Materials

Sample
Language

Structure

Introducing (3)

self to friend
friend classmate
supervisor

Expressways 3A
pp 2,3,4
Fitting In Chap.1

I'd like to introduce myself.
I don't think we've met. (3)
Let me introduce myself. (3)
Hi. I'm____(3)
I'd like to introduce my friend____.
This is____.

Asking for/Giving
personal information

Initial conversation
with a new
acquaintance

Fitting In Chap.1
Expressways 3A p 17

What do you do?
Are you interested
in____?
Are you enjoying____?

Simple Present
Tense
Side By Side
pp 3, 5
Grammar
Exercises I
Chap. 22, 24

Describing location
and/or
Describing climate
and/or
Describing people

Describe location
of native country
and/or
Describe climate
of native country
and/or
Describe family

Improving Aural
Comprehension (T)
pp 106, 117, 119
Notion By Notion
Chap. 13
Listen For It (T)
Unit 14
Expressways 3A p 15

It's south of ____.
It's to the north of ____.
It borders on ____.
What's the weather
like in summer?
It's usually ____.
What's she like?
She's very intelligent.

Giving chrono-
logical information
Describing past
experiences

Tell about trip
to the U.S.
and/or
Tell about first
day in U.S.

Expressways 3A
pp 26, 27
Students' experiences

The trip lasted ____.
I arrived in ____ on ____.
Then ____.
Next ____.
Later ____.
I felt ____.
I was ____.

Simple Past
Side By Side 2
pp 9 - 11
Grammar
Exercises
Chap. 23, 27

Key: (3) introduced in level 3
(T) tape available

Level 4
Unit I: (con't)

Functions	Context	Materials	Sample Language	Structure
Greeting (3) Inquiring after someone (3) Leavetaking (3)	Meeting someone accidentally Making small talk	<u>Fitting In</u> Chap.2 <u>Listen For It</u> (T) lesson 1 (talking) about a new job) <u>Expressways 3A</u> pp 12, 13 <u>Lifelines 4</u> Unit 1	How have you been? How are you doing?(3) How are things? How's it going? Are you still___? Have you seen___? Have you been___? I'll let you go now. I should be going. I've got to go.	Present Perfect Tense <u>Side By Side 2</u> Units 4, 5
Inviting/ Accepting/ Declining	Inviting a friend/ acquaintance Asking for a date	<u>Fitting In</u> Chap.3 <u>Expressways 3B</u> p 101 <u>Listen For It</u> (T) Unit 5 <u>Expressways 3B</u> pp 98, 99	Would you like to____. Would you be interested in ____ing. How about ____ing. I'd like that very much. I'd love to. Sure that sounds great. Thanks for asking but I'm afraid I can't & explanation. I'd love to but & explanation.	Would like to & infinitive Be interested in How about____ & gerund

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Cultural Points For Discussion - Unit I

Introductions

Situations in which Americans expect to be introduced/compare with native country.
Situations in which Americans expect you to introduce yourself/ in native country.
Appropriate gestures in U.S.; e.g. shaking hands - with whom, how long/ in native country.

Initial Conversations

Appropriate topics and questions - in their country/according to American customs.
Ways of politely refusing to answer questions in a social situation if the questions seems too personal or is about a topic you don't want to discuss.

First Day in U.S.

Students expectations of the U.S. before arrival' their first impressions here.

Greetings

Compare non-verbal behavior of Americans and people in the students' countries; e.g., gestures, touching or not touching when greeting or talking to people, the distance people normally keep between themselves and others in a face to face conversation.

Invitations

The need to give reasons for refusing an invitation; which reasons would be considered acceptable.

Level 4

Unit II: SHARING IDEAS AND FEELINGS

Functions	Context	Materials	Sample Language	Structure
Expressing Surprise	In response to unexpected news	<u>Expressways 3A</u> pp 24/25 <u>Side By Side 2</u> pp 176-178	I'm really surprised. I can't believe it. You've got to be kidding! School isn't really going to close, is it?	Tag Questions <u>Side By Side 2</u> pp 174/175
Expressing Sympathy	For misfortune For death of friend or relative	<u>Expressways 3A</u> , pp 11-13 <u>Fitting In Chap.4</u>	I was sorry to hear that <u>your uncle died</u> . I'm sorry to hear that. That's too bad.	
Expressing worry/reassurance	worrying that something has gone wrong	<u>Expressways 3B</u> p 153	I'm getting a little worried about ____. I wouldn't be concerned. Don't worry. He must have ____. He might have ____. He could have ____.	Perfect Modals <u>Side By Side 2</u> Unit 14
Apologizing/ Forgiving	For forgetting and/or hurting someone's feelings and/or making a mistake at work	<u>Lifelines 4</u> pp 10/11 <u>May I Help You? (T)</u> Chap. 3	Please excuse me for (not) ____ing. I'd like to apologize for (not) ____ing. I'm sorry about (not) ____ing. That's o.k. Don't worry about it.	

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Level 4
Unit II: (con't)

Functions	Context	Materials	Sample Language	Structure
Expressing Wishes	Talking about one's situation and/or American life and customs	<u>Side By Side 2</u> pp 146'147	I wish I ____. I wish Americans (didn't) ____. If I were rich, I'd ____.	Conditional - Present Unreal Wish Clauses <u>Side By Side 2</u> pp 138, 139
Asking for/ Giving Opinions (3)	Discussing current issues in the news	<u>Expressways 3B</u> pp 140/141 <u>Fitting In</u> Chap.10 <u>Strategies in Listening (T)</u> Unit 18 <u>News For You</u>	In my opinion ____. It seems to me that ____. I think that ____. What do you think? That's a good point. I agree(3) I'm afraid I disagree. On the other hand ____ I disagree. (3)	
Agreeing/ Disagreeing				
Suggesting/ Expressing Preference	Planning an activity	<u>Expressways 3A</u> , p 51 <u>Notion By Notion</u> pp 72/73	I suggest we ____. Would you like to ____ or ____? How about ____ing? I'd prefer to ____. I'd rather (not) ____. I really don't like ____ing.	Gerunds/ Infinitives <u>Side By Side 2</u> Unit 7

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Cultural Points For Discussion - Unit II

Expressing Sympathy

Appropriate behavior when the relative of someone you know dies; e.g., sending cards, flowers, etc.

Apologizing

Situations in which Americans expect an apology: major problems such as forgetting a promise, small ones such as bumping into someone in a crowd; when are "superiors" expected to apologize to those working for them

Level 4

Unit III: HANDLING PROBLEMS (1)

Functions	Context	Materials	Sample Language	Structure
Complaining (3) Insisting Threatening	Calling landlord about failure to correct a problem and/or Complaining about good/services in stores, restaurants, etc.	<u>Lifelines 4</u> Unit 7 <u>Strategies In</u> <u>Listening</u> (T) pp 52/65 <u>Coping in English</u> (T) Units 14 & 17	I've called you 3 times already. We've had___ for <u>6 weeks</u> . If you don't fix it by___, I'll_____. It's broken. It doesn't work.	Present Perfect (review) Future Conditional Unit 15
Giving Chrono- logical/causal information	Reporting an accident Reporting a crime	<u>Lifelines 4</u> Units 12/13	I was___ing when_____. My <u>stereo</u> was <u>stolen</u>	Past Continuous <u>Side By Side</u> Unit 2 Passive Voice <u>Side By Side</u> Unit 11

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Level 4
Unit 111: HANDLING PROBLEMS (2)

Functions	Context	Materials	Sample Language	Structure
Describing personal or family problem	Discussion with friend	<u>Expressways 38</u> pp 133/134 <u>Fitting In</u> Chap. 8 <u>Notion By Notion</u> pp 70/71	I'd advise you to ____. Have you considered ____? Why don't you ____? You could ____, should ____.	Review modals should could must
Asking for/ giving advice		<u>Coping in English (T)</u> Units 5 & 11	That's a good idea but ____.	might ought to have to don't have to vs. must not had better
Accepting/ Rejecting				<u>Modern English</u> 105 p 94 <u>ESL Grammar</u> Workbook 1 pp 207, 219, 220
Requesting help	Calling a hotline Finding the numbers for hotlines and other community resources in our area.	<u>Lifelines 4</u> Unit 8 Telephone Books	I need help/advice. I have a problem.	

Cultural Points For Discussion - Unit III

Problems with
Landlords

Tenants rights

Places to call for help with unsafe housing conditions

Accidents

Rules to follow; e.g., don't leave the scene, exchange insurance information; the need to have insurance, etc.

Crime

Dealing with the police - your rights if questioned or arrested, cultural differences to be aware of' e.g., varying concepts of proper face to face distance between people. In a tense situation a police officer may perceive someone's attempt to get "too close" to him as the beginning of an attack when in fact the individual is simple trying to get "close enough" to talk to that policeman. Ways of protecting self and property.

What to do if your car is stopped by a police officer' e.g., stay in the car, show registration and license, etc.

Hotlines

Availability of hotlines and other community resources to help people deal with personal or family problems.

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Level 4
Unit IV: GETTING AHEAD

Functions	Context	Materials	Sample Language	Structure
Asking for (3) Information	Getting information about educational opportunities in the area: ESL, GED, adult ed., community colleges etc. Using the phone - book to find numbers for schools	<u>Lifelines 4 Unit 11</u> <u>Listening Tasks (T)</u> Unit 10 School catalogues/ brochures	I'd like some information about ____ Can you tell me- What time - (3) How often - When - How much -	Indirect Questions <u>Side By Side</u> Unit 13
Asking for/Giving information	Job interview	<u>Expressways 38</u> pp 108-109 <u>Lifelines 4 Unit 14</u> <u>ESL For Action</u> Unit 2, lesson 3 <u>Listen For It (T)</u> Unit 16, ex. 2A <u>Janus Job Interview Guide</u>	I've had experience ____ing. I've been a ____ for ____. I've been a ____ since ____. I left because ____ Could you tell me when I would start?	For/Since with Present Perfect <u>Side By Side</u> Unit 5, indirect questions
Expressing ability/inability	Filling out a job application writing a resume			
Suggesting	Suggesting new procedure to supervisor/co-worker	<u>ESL For Action</u> p 171 <u>Functions in English</u> Unit 4	Do you think it might be a good idea to ____? Perhaps we could ____.	

Level 4
Unit IV: (con't)

Functions	Context	Materials	Sample Language	Structure
Requesting (3) Asking about possibility	Asking about raise/ promotion	<u>Speaking Up At Work</u> Unit 1', sect.2 <u>Strategies In</u> <u>Listening</u> (T) p 69 <u>May I Help You</u> (T) Unit 6	I wonder if I could talk to you about____. Could you tell me what I need to do to move up in the company.	
Expressing intention/hope	Discussing future plans	<u>Expressways 3B</u> p 151 <u>Fitting In</u> Chap. 8	I intend to____. I'm planning to____. I'm going to____. I'll probably____.	Future Tense <u>Side By Side</u> Unit 3

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Cultural Points For Discussion - Unit IV

Educational Opportunities

American attitudes toward adult education - one is never too old to learn, people who go back to school are admired (in some cultures this is not the case, it often isn't even possible)

Job Interviews

Appropriate behavior in an interview, verbal and non-verbal
What American employers look for
Questions you have a legal right not to answer in the U.S.

Promotions

What impresses American bosses; when it is appropriate to ask about promotions (not after the first month), how to ask.

110

Level 4
Unit V: WORKING TOGETHER

Functions	Context	Materials	Sample Language	Structure
Instructing/ Indicating under- standing Asking for clarification	Work/School Co-workers Supervisors Teachers Other students	<u>Expressways 3A</u> p 36 <u>Fitting In</u> p 188-189 <u>May I Help You (T)</u> pp 12 - 21 <u>ESL For Action</u> p 46 - 48 <u>Strategies In</u> <u>Listening Unit 9</u>	I'm not following you. First Next I beg your pardon? Then Sorry? I understand. After that I see. Finally	
Correcting/ Responding to corrections (3)	Work/School Co-workers Supervisors Teachers Other students	<u>Expressways 3B</u> p 144 <u>Speaking Up At Work</u> p 83	Excuse me but that isn't exactly right. I think you might be mistaken. This isn't right. Can you explain what's wrong. It is? What's the problem? What's wrong? Thanks for calling that to my attention. Thanks for telling me. (3)	

Level 4
Unit V: (con't)

Functions	Context	Materials	Language	Structure
Warning		<u>Fitting In</u> pp 115-119 <u>Expressways 3B</u> p 136	I wouldn't _____ if I were you. You'd better (not) _____. Be careful! Watch Out! Thanks for the warning.	Present Unreal Conditional <u>Side By Side</u> p 144
Offering help (3) Accepting/ Declining	Work/School "Co-workers" "Supervisors" "Other students" "Teachers"	<u>Fitting In</u> Chap 7 <u>Expressways 3A</u> pp 74-77	Is there anything I can do to help? Would you like me to help you ____? Want any help? If you wouldn't mind. Thanks. I'd appreciate it. Please. Sure.	Review as necessary
Expressing gratitude	For past help	<u>Expressways 3A</u> p 80/81 <u>Fitting In</u> Chap.5	I really appreciate it. Thank you for _____. Thanks a lot for _____. It was my pleasure. Don't mention it. Any time.	

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Cultural Points For Discussion - Unit V

Indicating
Understanding

American non-verbal ways of indicating understanding; nods etc.

Offering Help

Knowing when to back off when someone indicates that he doesn't want help - how many times do you offer something in this culture; in their cultures is it polite to accept an offer right away or, at first to refuse.

APPENDICES

APPENDIX A

READING AND WRITING ENABLING SKILLS

Introduction

The purpose of this section is to point out "enabling skills" which are necessary for the development of the students' proficiency in reading and writing. These skills are not ends in themselves, but rather means which enable the student to perform the objectives in the curriculum which involve reading and writing. The development of these skills is essential for student progression because the degree of reading and writing proficiency required for each level's performance objectives assumes that the student has generally mastered the reading and writing enabling skills at the previous level.

Following is an overview of the reading and writing enabling skills to be developed throughout this track's instructional levels. On each performance objective sheet there is a reminder for teachers to consult the overview in order to determine which skills to develop during the topic. Given the needs of a particular class, we encourage teachers to modify our level recommendations wherever appropriate. We emphasize that all skills should be developed by the end of the instructional level in order for the student to progress to the next level. Developing these skills, then, should comprise a regular component of instruction.

Although we do not formally evaluate the students' mastery of the reading and writing skills as performance objectives, in A-III and the B-Track we do give the students global evaluations of their reading and writing at the end of every three-week time block in the space provided for this on their achievement plan.

B-TRACK READING ENABLING SKILLS

	B-I	B-II	B-III & B-IV
Symbols and Phonics	Identify numbers, punctuation, and symbols. Identify letters by name and sounds. Identify silent letters. Identify cursive letters. Find given words in a text. Pronounce (C)V(C) patterns.	Scan texts for given words. Pronounce (C)(C)V(C)(C) patterns. Identify a few pronunciation symbols.	Use dictionary pronunciation symbols.
Word Analysis and Vocabulary	Match words/phrases with pictures. Divide words into syllables. Recognize suffixes -s/-ed/-ing. Match antonyms.	Use Eng-Eng dictionary to confirm word meaning. Identify common affixes. Match synonyms. Deduce meaning of compound words.	Deduce word meanings from affixes and roots. Use an Eng-Eng dictionary to discover word meaning.
Use of Context	Find words in alphabetical listing. Use sentence context to deduce word meaning. Complete sentences with missing words. Use picture context to deduce word meaning.	Identify pronoun antecedents. Identify time and tense markers. Put missing words into paragraph. Use paragraph context to identify word meaning.	Given a word in context, select appropriate meaning from multiple meanings in dictionary. Distinguish main points from details. Scan text to answer questions.

A.2

B-TRACK WRITING ENABLING SKILLS

	B-I	B-II	B-III & B-IV
Handwriting and Notetaking	Print all numbers and letters. Copy words and sentences.	Take short messages and notes.	Take messages and notes.
Spelling, Punctuation, and Format	Arrange words alphabetically. Use capitalization. Write dictated numbers/letters. Spell with suffixes -s/-ed/-ing.	Use punctuation. Indent paragraphs. Date and sign notes. Use common affixes. Use an Eng-Eng dictionary to confirm spelling.	Proofread and correct errors. Position dates, greetings, margins, and signature in notes and letters. Separate paragraphs.
Sentence and Paragraph Development	Write dictated sentences. Unscramble words into sentences. Write phrases and sentences.	Order sentences chronologically. Separate information into paragraphs. Write short paragraphs.	Use prewriting and ordering techniques to write paragraphs. Write titles and topic sentences. Order sentences logically.

A.3

APPENDIX B

CROSS-CULTURAL QUESTIONS

Introduction

The purpose of this section is to promote discussion, understanding, and appreciation of cultural similarities and differences. The section should be especially useful for those programs with no bilingual cultural orientation component. The question format is designed to encourage discussions which will reveal a variety of customs and beliefs in both the native cultures and the target American culture.

These cross-cultural questions can serve a number of purposes. First of all, their discussion should increase students' understanding of their own and American cultures. This understanding might ease students' adjustment to their new lives in the United States. Greater cross-cultural understanding is also likely to motivate and enhance language learning. Moreover, the potential for these questions to provide spontaneous conversational practice both in and out of the classroom should not be overlooked.

For the teacher's convenience, all questions in Part One are organized into topics which correspond to the topics in the curriculum. Part Two contains questions which do not correspond directly to curriculum topics but which are nonetheless germane to understanding cross-cultural issues and life in the United States.

The questions presented here can be used to introduce topics or as discussion starters during on-going topics of study. Teachers may select and adapt them as is appropriate for the needs and backgrounds of their students. It is expected that these questions will lead to other questions and further discussion. Discussion may take place among the class as a whole or in small groups. Students should give information about their own cultures and then talk about what they know of life in the United States. Teachers may facilitate or participate in the discussions--addressing the question from one or more American points of view.

PART ONE

Clothing and Consumerism

1. Where do people shop?
2. Do they bargain with merchants?
3. Can items be exchanged/returned?
4. How do people pay? cash? check? credit?
5. What is clothing like?
6. How do men's and women's dress differ?
7. What do children wear to school? at home?
8. Is there special dress for special occasions (weddings, funerals, etc.)?
9. Are there any rules about the clothes people wear?

Finding a Job

1. How do people get jobs?
2. Do they need any special papers to work?
3. How do people get trained for work?
4. Do people change jobs? Why?
5. When do people retire?

Community Services

1. What is the local government responsible for?
2. What happens when there is a fire?
3. What happens when there is an accident?
4. What is the postal service like?
5. Are there recreational or adult education services?
6. Are there public parks?
7. What kind of taxes do people pay?
8. Are there special services for people with little or no money?

Food

1. What do people eat?
2. How is food cooked?
3. Who cooks it?
4. How is food eaten (utensils)?
5. How many meals are eaten each day? When?
6. Where is food bought? Who buys it? How often?
7. Is there an equivalent to "fast food?"
8. Do people eat in restaurants?

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Health

1. What do people do to stay healthy?
2. What do they do when they are sick?
3. How do they get medicine?
4. When do people see doctors?
5. Are there clinics/hospitals? What are they like?
6. Who pays for hospitalization?
7. Are there special programs for the physically/mentally handicapped?

Money and Banking

1. What is the money like (bills, coins, etc.)?
2. How do people earn money?
3. What do they do with their money?
4. Can people borrow money from banks? For what purposed?

Personal ID

1. How many names do people have?
2. Who gives them their names? When?
3. Do names have meanings?
4. Do names ever change? When?
5. What are the different ways people are addressed (titles, etc.)?
6. Are any "personal" days celebrated (birthday, etc.)?

Housing

1. What is housing like? Describe typical homes in urban/rural areas.
2. Do most people own or rent their homes?
3. How are homes furnished (furniture, appliances, etc.)?
4. How are they heated/cooled?
5. Who usually shares housing?

On the Job

1. Who works?
2. What are typical jobs?
3. Is there a minimum wage?
4. Are there benefits?
5. What is the boss/worker relationship?
6. What is a cause to be fired?

B.3

Telephone and Communication

1. Do most people have telephones?
2. How do they get one?
3. How do they pay for calls?
4. When do people write letters/send cards?

Transportation

1. How do people get around?
2. What distance is considered too far to walk?
3. Who owns cars?
4. What is traffic like? How do people drive?
5. What is bus service like?
6. Do people travel very much? For what reasons?

PART TWO

Citizenship

1. What does it mean to be a citizen?
2. What are the responsibilities of citizenship?
3. How do people become citizens?
4. When do people sing the national anthem?
5. Are the colors/symbols on the flag significant?

Language

1. Is there an official language?
2. What other languages are spoken? By whom? When?
3. Are some languages more important than others?
4. Is there formal/informal language?

Time and Weather

1. What is the climate like?
2. Are there different seasons?
3. What kind of calendar is used?
4. How are days divided (morning, afternoon, etc.)?

Education

1. What is the purpose of education?
2. Is education required? For whom?
3. What kinds of schools are there?
4. What is the student/teacher relationship like?
5. What is studied?
6. What kind of educational opportunities are there after high school?

Religion

1. What religions are there?
2. Is there an official/state religion?
3. How do people practice their religion?
4. How does religion affect people's day-to-day lives?

Social Life/Attitudes

1. How do people socialize?
2. Who do people socialize with?
3. Do they socialize during or after work/school?
4. Do people go on dates? At what age?
5. How do people meet their spouses?
6. Do unmarried people ever live together?
7. What do people think about homosexuals?
8. What do they think about single adults?

B.5

21.

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APPENDIX C

PRONUNCIATION

This pronunciation appendix includes eleven sections. Each section focuses on one particular pronunciation contrast and supplies a brief listing, by topic area, of topic-related minimal pairs.

Pronunciation is too often neglected, perhaps because it is a difficult activity to integrate smoothly into the rest of the class activities. The purpose of this resource is to provide a format for introducing pronunciation through vocabulary that is relevant to the topic being taught. The minimal pairs constitute topic-related vocabulary that can be introduced in an initial pronunciation lesson at the beginning of a topic (e.g., shoes/choose in Clothing/Consumerism), and which can be relevantly used later in the same topic after the pronunciation lesson itself is over. This allows teachers and students to maintain a pronunciation focus throughout a series of lessons that might otherwise be lost.

This section's lists of minimal pairs are not intended to be comprehensive. (Many extensive listings already exist.) It focuses only on those problems which have most impeded the intelligibility of our particular student population, primarily Indochinese, at the time this resource was made. Teachers with students from different language backgrounds might want to use this same format to focus on some pronunciation contrasts that are not listed here. Other aspects of pronunciation, such as stress and intonation (not addressed in this appendix), should, of course, also receive focus.

/iy/ /i/

Personal ID

lead/lid	leased/list
Jean/gin	lean/Lynn
green/grin	teen/tin
deed/did	keyed/kid
leave/live	keen/kin

Food

lead/lid	leak/lick
deal/dill	peel/pi'
bean/bin	eat/it
meal/mill	feel/fill
lean/Lynn	seep/sip
beat/bit	meat/mitt

Health

leave/live	cheek/chick
feel/fill	sleep/slip
peel/pill	eel/ill
feast/fiat	leap/lip
heel/hill	feet/fit
heap/hip	

Housing

bead/bid	leased/list
keyed/kid	leave/live
lead/lid	leak/lick
seep/sip	seat/sit

Transportation

greased/grist	leave/live
feel/fill	jeep/gyp

Clothing/Consumerism

bead/bid	each/itch
peak/pick	green/grin
sleep/slip	sneaker/snicker
neat/knit	steal/still

Employment

deed/did	leave/live
reach/rich	seek/sick
feel/fill	

Money and Services

greed/grid	reach/rich
deal/dill	steal/still
cheap/chip	jeep/gyp
sleep/slip	

Good Extras

seen/sin	sheep/ship
deep/dip	heed/hid
ease/is	we'lli/will
	he's/his

C.2

/f/ /p/

Personal ID

pair/fair	peel/feel
pride/fried	wipe/wife
pup/puff	

Food

pair/fair	pan/fan
peel/feel	sipped/sift
supper/suffer	lope/loaf
cup/cuff	pig/fig
pen/fin	pour/four
coffee/copy	beep/beef

Health

paint/faint	pat/fat
supper/suffer	cops/coughs
pups/puffs	cop/cough
limp/lymph	pup/puff

Housing

paint/faint

Transportation

packed/fact	passed/fast
plight/flight	shipped/shift
stripe/strife	

Clothing/Consumerism

pad/fad	passion/fashion
pin/fin	pit/fit
cups/cuffs	cup/cuff

Employment

pail/fail	pays/phase
praise/phrase	shipped/shift
	copy/coffee

Money and Services

pays/phase	cheap/chief
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Good Extras

past/fast	leaped/leafed
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/p/ /b/

Personal ID

pride/bride	pen/Ben
sopping/sobbing	slop/slob
sop/sob	

Food

pack/back	pea/be
pie/buy	pig/big
played/blade	pound/bound
cop/cob	cup/cub
pan/ban	poured/board
pressed/breast	

Health

pack/back	pore/bore
pox/box	palm/balm
pressed/breast	plead/bleed
pus/bus	rapid/rabid
staple/stable	nipple/nibble
lope/lobe	lap/lab
rip/rib	

Housing

poured/board	prick/brick
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Transportation

path/bath	pike/bike
pus/bus	rapid/rabid
rope/robe	cap/cab

Clothing/Consumerism

pair/bare	patch/hatch
pleat/bleat	rope/rob
cap/cab	rip/rib
slop/slob	

Employment

pace/base	peg/beg
mop/mob	

Money and Services

pay/bay	pie/buy
pond/bond	peg/beg
pill/bill	pet/bet

Good Extras

pad/bad	pest/best
pit/bit	ample/amble
simple/symbol	slap/slab

C.4

/l/ /r/

Personal ID

lap/rap jelly/Jerry

Food

liver/river loot/root
lot/rot fleas/freeze
glass/grass belly/berry
fly/fry stole/store
coal/core bill/beer

Health

lice/rice liver/river
fleas/freeze lip/rip
list/wrist lump/rump
lung/rung belly/berry
glow/grow

Housing

limb/rim lake/rake
lamp/ramp files/fires
glass/grass lock/rock
loom/room lug/rug
leak/reek wall/war

Transportation

lace/race lack/rack
lane/rain late/rate
lied/ride light/right
load/road lock/rock
long/wrong clash/crash
fly/fry tile/tire

Clothing/Consumerism

lag/rag leak/reek
lip/rip loom/room
clutch/crutch clash/crash

Employment

lied/ride filing/firing
files/fires bore/bowl

Money and Services

lack/rack late/rate
loot/root stole/store
bill/beer poor/pole

Good Extras

law/raw climb/crime
cloud/crows hills/hears
collect/correct

C.S

/s/ /sh/

Personal ID

self/shelf	sigh/shy
single/shingle	Sue/shoe
see/she	

Food

sack/shack	sake/shake
sealed/shield	seed/she'd
self/shelf	sip/ship
sour/shower	suit/shoot
bass/bash	mess/mesh

Health

save/shave	seat/sheet
sin/shin	sock/shock
sore/shore	sour/shower

Housing

sack/shack	said/shed
seat/sheet	seep/sheep
single/shingle	leased/leashed
lease/leash	mess/mesh

Transportation

fasten/fashion	sip/ship
----------------	----------

Clothing/Consumerism

sock/shock	sown/shown
sue/shoe	sort/short
fasten/fashion	suit/shoot

Employment

classed/slashed

Money and Services

save/shave	sell/shell
sign/shine	leased/leashed
lease/leash	

Good Extras

said/shed	same/shame
so/show	mass/mash
seed/she'd	classes/clashes
last/lashed	class/clash

C.6

/g/ /k/

Personal ID

girl/curl	glad/clad
gold/cold	

Food

gain/cane	glass/class
goat/coat	grab/crab
piggy/pinky	lag/lack
sag/sack	tag/tack
pig/pick	hog/hock

Health

gall/call	gauze/cause
bag/back	

Housing

glows/close	glue/clue
got/cot	grass/crass
gutter/cutter	league/leak
crag/crack	bug/buck
brig/brick	

Transportation

grease/crease	lug/luck
hag/hack	rag/rack

Clothing/Consumerism

gap/cap	ape/cape
glad/clad	goat/coat
tagging/tacking	tugging/tucking
tag/tack	frog/frock
grease/crease	

Employment

gain/cane	gap/cap
glass/class	goal/coal
gum/come	bagging/backing

Money and Services

gash/cash	gold/cold
greed/creed	hog/hock
bug/buck	

Good Extras

game/came	gave/cave
ghost/coast	good/could
bigger/bicker	piggy/picky
lag/lack	rag/rack

C.7

/s/ /z/

Personal ID

Sue/zoo	lacy/lazy
niece/knees	loose/lose
floss/flaws	niece/knees

Food

sink/zinc	sip/zip
piece/peas	trace/trays
ice/eyes	lice/lies
spice/spies	rice/rise
price/prize	sauce/saws

Health

sink/zinc	muscle/muzzle
racer/razor	face/phase
fleece/fleas	niece/knees
ice/eyes	dose/doze
floss/flaws	

Housing

sewn/zone	sink/zinc
piece/peas	peace/peas
sauce/saws	

Transportation

sewn/zone	facing/phasing
races/raises	racing/raising
oussing/buzzing	buses/buzzes
bus/buzz	

Clothing/Consumerism

sewn/zone	sip/zip
lacy/lazy	piece/peas
lace/lays	fleece/fleas
niece/knees	loose/lose

Employment

race/raise	races/raises
racing/raising	face/phase
pace/pays	sauce/saws

Money and Services

race/raise	prices/prizes
pace/pays	price/prize

Good Extras

see/z	sing/zing
sounds/zounds	ceasing/seizing
place/plays	force/fours
since/sins	cease/seize
base/bays	

C.S.

/f/ /v/

Personal ID

fee/V feel/veal
life/live

Food

feel/veal calf/calve
half/halve

Health

infested/invested
infesting/investing
fat/vat

Housing

fan/van final/vinyl
fine/vine
shuffled/shoveled
infested/invested
infesting/investing

Transportation

fan/van fee/V
fender/vendor ferry/vary
leafing/leaving safer/saver
shuffled/shoveled

Clothing/Consumerism

fail/veil

Employment

fault/vault file/vile
fail/veil proof/prove

Money and Services

fault/vault fee/V
fender/vendor safer/saver
safe/save thief/thieve
infested/invested
infesting/investing

Good Extras

fear/veer fast/vast
fine/vine few/view
belief/believe refuse/reviews

C.9

/t/ /d/

Personal ID

tear/dear	teen/Dean
tense/dense	tick/Dick
title/tidal	putting/pudding
eaten/Eden	heat/head
bright/bride	

Food

dill/till	tin/din
tip/dip	tried/dried
tuck/duck	eaten/Eden
sweeten/Sweden	seat/seed
bitter/bidder	beet/bead
plant/planned	

Health

tick/Dick	tide/died
toe/doe	trunk/drunk
tense/dense	hurting/herding
fat/fad	debt/dead

Housing

tile/dial	tore/door
train/drain	tent/dent
seating/seeding	betting/bedding
heat/heed	seat/seed
bet/bed	let/led
built/build	cot/cod

Transportation

tent/dent	ton/done
town/down	train/drain
trip/drip	trunk/drunk
heating/heeding	cart/card
scenting/sending	

Clothing/Consumerism

tear/dare	tie/die
tuck/duck	tore/door
try/dry	patting/padding
pleat/plead	neat/need
fat/fad	coat/code
hat/had	

Employment

rating/raiding	seat/seed
debt/dead	plant/planned

Money and Services

tip/dip	time/dime
bitter/bidder	traitor/trader
betting/bedding	debt/dead
bet/bed	plant/planned
bit/bid	coat/code

Good Extras

ten/den	tied/died
to/do	ton/done
bat/bad	sat/sad
at/add	

c.10

/ch/ /sh/

Personal ID

chair/share	cheat/sheet
cheer/sheer	

Food

cheap/sheep	cheese/she's
cherry/sherry	chop/shop
hatched/hashed	matched/mashed
batches/bashes	crutch/crush

Health

cheak/shiek	chin/shin
chalk/shock	crutch/crush
crutches/cruses	

Housing

chair/share

Transportation

chip/ship
chipped/shipped
catching/cashing

Clothing/Consumerism

chew/shoe	choose/shoes
matched/mashed	watched/washed
watching/washing	watches/washer
cheat/sheet	
cheating/sheeting	

Employment

choose/shoes	chore/shore
chose/shows	witches/wishes

Money and Services

chair/share	cheap/sheep
catch/cash	cheat/sheet
catching/cashing	catches/dashes

Good Extras

chatter/shatter	chalk/shock
which/wish	

C.11

/e/ /a/

Personal ID

dead/Dad	aaid/aad
Beth/bath	Ben/ban
pet/Pat	X/axe
sex/sacks	

Food

fed/fad	beg/bag
peck/pack	hem/ham
pen/pan	better/batter
bread/Brad	

Health

dead/Dad	head/had
leg/lag	flesh/flash
Beth/bath	neck/knack

Housing

bed/bad	lend/land
met/mat	set/sat

Transportation

send/sand	wreck/rack
trek/track	gem/jam
guesa/gaa	left/laughed
peat/paaaed (paat)	

Clothing/Consumerism

fed/fad	mend/manned
leather/lather	vest/vast

Employment

men/man	letter/latter
X/axe	sex/sacks

Money and Services

lend/land	spend/spanned
send/sand	beg/bag
bet/bat	

Good Extras

end/and	shell/shall
then/than	slept/slapped
lest/last	

C.12

APPENDIX D

ACTIVITIES/TECHNIQUES

We have included nine activities which REEP teachers have used successfully in our ESL classes. These instructional activities provide for language practice which can be applied in the real world. In planning instruction, one should keep in mind that "while all language is language practice, not all language practice is language use."¹

We hope the activities included in this section will help teachers prepare lessons that lead to real communication. Teachers may also want to consult the following resource manuals for more ideas:

English as a Second Language Resource Manual, Volume II. The Intensive English as a Second Language and Cultural Orientation Program. Southeast Asia, 1982.

Language Teaching Techniques. Raymond C. Clark. Brattleboro, Vermont: Pro Lingua Associates, 1982.

Communication Starters. Judy Winn-Bell Olsen. San Francisco, California: The Alemany Press, 1981.

¹Christopher Brumfit, Problems and Principles in English Teaching, Pergamon Press, Oxford, 1980, p. 125.

DIALOG CREATION

Purpose

To elicit a dialog through pictures and gestures.
Students generate language at their level.

Directions

Teacher chooses a situation relevant to the topic being studied and defines the roles involved. Instead of presenting a prepared dialog, the teacher uses pictures and gestures to elicit the dialog from the class. The teacher accepts all suggestions from the students and encourages them to work together to provide the correct grammar. It's good to start this technique on the overhead projector and then move to individual handouts.

1. Teacher takes one role and the students take the other role to elicit the entire dialog.
2. Repeat the dialog with each half of class taking one of the roles.
3. Give handouts of pictures for individual pair work.

Can be followed up with substitution drills, discussion of alternative ways to say the same thing, and writing the dialog.

Example

See next page.

Applications


Finding a Job:	Making an appointment for an interview.
Telephone:	Extending/declining an invitation.
Health:	Talking to the doctor about health problems.
Clothing:	Exchanging merchandise.







1)   ... 2BR


2) Yes.



3)  ? util. incl?

4)  OK.  72°  

5)  ?

6)  Mar. 85 → Mar. 86

7) Rent \$400?... Deposit?

8) Deposit = Rent (1 MONTH)

9) When.    apt?

10) Now   

LINE DIALOG

Purpose

To practice short dialogs numerous times with different partners. Stimulates peer teaching.

Directions

1. Students form two lines facing each other.
2. Students in Line A have cue cards to elicit responses from students in Line B.
3. Line A remains stationary, repeating the same questions while Line B answers and moves to the right. Continues until everyone in Line B has responded to everyone in Line A. All pairs are talking at the same time.
4. Line A gives cue cards to whoever is opposite in Line B. Repeat.

ExampleFood

A₁ A₂ A₃ A₄

B₁ → B → B → B

Line A has cue cards of food pictures.

A₁: (holding card) I'm going to the store. Do you need anything?
 B₁: Yes, I need some lettuce.
 A₁: How much?
 B₁: Two heads.
 A₂: (holding card) I'm going to
 B₁: Yes, I need some milk.

Variations

Low levels may have one simple identification question. Higher levels may have three or four exchanges per cue.

Applications

Personal ID	Picture of globe, ask "Where are you from?"
Clothing	Clothing pictures and prices, ask "What is this? How much is it?"
Health	Visual of sick person, ask "What's the matter with him? What should he do?"
Finding a Job	Visuals of workers, ask "What does he do? Where does he work?"

RESPOND!

(Total Physical Response)

Purpose

To introduce new vocabulary and grammatical structures within the context of a task/process. Reinforces listening skills as students observe the task being performed.

Directions

Select a task/process that can be easily demonstrated with gestures, visuals, and/or props. First, the teacher goes through the process, stating the steps as they are performed. Once the students understand the process, the entire class performs the task as the teacher directs. Finally, the students can give the directions to partners.

ExamplesCommunity Services (Post Office)

1. Fold the letter.
2. Get an envelope and stamp.
3. Put your letter inside the envelope and seal it.
4. Write your name and address in the upper left corner.
5. Write your friend's name and address in the middle.
6. Don't forget the zip code!
7. Lick the stamp and put it in the upper right corner.
8. Go to the mailbox and drop your letter inside.

Variations

1. Students can write their own processes.
2. Follow-up can take the form of questions about the process.

Applications

Health	Taking medicine.
Housing	Performing a household chore/repairing.
Finding a Job	Completing an application.
Food	Preparing food with a recipe.
Telephone	Using a public phone.

ROLE PLAYS

Purpose

To practice speaking and listening skills within real contexts.
Encourages spontaneous speech. Gets teacher out of center.

Directions

Have students work in pairs. Each student has a role and cue of what to say. Students carry on their conversations in their own words using the ideas on their cue cards.

Example

Telephone: taking and leaving messages.

Call and leave a
message for friend
to call back.

You don't understand
English very well.
Ask caller to speak
slowly and repeat
twice.

Variations

1. No cue given.
2. Cue cards can have visuals to stimulate a dialog/ situation the students have practiced (e.g., an accident picture to role play a 911 emergency call).

Applications

Clothing: Clerk: You don't want to
accept return.

Customer: Ask to return
clothing and give reason.

Health: Patient: Request a doctor's
appointment for a checkup.

Receptionist: Offer several
different appointment times/
dates

Housing: Tenant: You need something
repaired.

Manager: You can't do any
work until next week.

Finding
a Job: Friend Working: Tell your
unemployed friend about a
job opening where you work.

Friend Unemployed: You
don't want to work in the
same place as your friend.
Give other preferences
for jobs.

SIMULATIONS

Purpose

To prepare students for real-life tasks by contextualizing language.

Directions

Set up the room with enough props/visuals so that the students understand the setting and situation. Assign different roles to be played in the simulation. Students can be involved in determining the setting and roles as well as in preparing the necessary props.

Example

Money/Banking: Set up a bank with customers and tellers. Customers ask to cash checks. Tellers require identification and ask customers to endorse checks. Teller gives the correct amount.

Applications

Health	Clinic: receptionist, nurse, doctor, patients.
Community	Post Office: postal clerks and customers.
Food	Restaurant: host/ess, waiter/ess, busperson, cashier, cook, customer.
On the Job	Work Setting: supervisor explains tasks to employees.
Clothing	Department Store: clerks and customers exchanging items.
Personal ID	Party: hosts and guests.

MATCHING GAME

Purpose

To reinforce vocabulary and structures taught.

Directions

Prepare sets of 3 x 5 cards with pairs of words or visuals. Cards are put in two stacks on the table. Students pick one card from each stack, hoping to find a pair. If the cards match (a pair), student makes a statement/sentence about the pair. This activity can be done in as many small groups as there are sets of cards available.

Example

Employment: Cards with job titles and corresponding work tasks.

1. Titles (cashier)
2. Tasks (takes money)
- *A cashier takes money.

Variations

1. Use pictures instead of words.
2. Use words and abbreviations.
3. Use three stacks of cards.

Applications

- | | |
|--------------------|---|
| Clothing | <ol style="list-style-type: none"> 1. Weather conditions (cold). 2. Clothes (coat). *It's cold. Wear a coat. |
| Health | <ol style="list-style-type: none"> 1. Sick/injured people (headache). 2. Treatment (aspirin). *I have a headache. Take an aspirin. |
| Finding a Job | <ol style="list-style-type: none"> 1. Want ad abbreviations (F.T.). 2. Full forms of the abbreviations (full-time). *"F.T." means full-time. |
| Community Services | <ol style="list-style-type: none"> 1. Envelopes with incomplete addresses. 2. Missing components of addresses. *What's the zip code? It's 20715. |

INFORMATION GAP

Purpose

To practice asking and answering questions. Reinforces speaking and listening skills as students are forced to understand each other and to make themselves understood. Good to practice asking for clarification.

Directions

Teacher prepares a master handout that can be used to delete different pieces of information on two sets of handouts. Handout "A" will have some information deleted that handout "B" will provide. Handout "B" will have some other pieces of information deleted that handout "A" will provide. Class is divided in pairs, one student with "A" and the other with "B." Students must ask partner questions to get information necessary to fill in missing information.

Example

Food: Have a simple menu prepared with different prices deleted on handouts "A" and "B."

Variations

1. Handouts may be pictures, maps, or charts.
2. Students can go into the community with a questionnaire to gather information from two different places (e.g., two local stores, two banks, two adult education programs).

Applications

Housing	Diagrams of houses/apartments with missing pieces of furniture.
Transportation	Grid maps with buildings missing or unnamed.
On the Job	Schedule of workers' tasks, deleting tasks at different times/days.
Family	Family tree with different relationships/ages not filled in.
Clothing	Department store floor plans with different departments unnamed.

PROBLEM SOLVING

Purpose

To practice skills of persuading, compromising, agreeing, and disagreeing.

Directions

The teacher presents a problem or situation and provides some possible choices or solutions. The students work in small groups to come to a consensus about which solutions/choices are the best. Finally, each group must present its decision and reasoning to the whole class.

Example

Housing: Students are given a visual of a house in disrepair. Tell them that the landlord will only repair three problems this month. Each group must decide which three problems should be corrected first. (Sample problems: broken steps, broken front window, leaking ceiling, broken front door lock, broken toilet, clogged kitchen sink, no bathroom light, broken refrigerator door.)

Variations

Present problem/situation but offer no choices or solutions.

Applications

- | | |
|---------------|--|
| Finding a Job | Hire one person for a particular job, given a job description. Read five resumes and decide which person should get the job. |
| Food | Open a new international restaurant in town. Decide name, how to decorate, menu items, and prices. |
| Housing | Use local housing ads to find a house/apartment for a specified family. |
| On the Job | Present a cultural misunderstanding that might arise between two employees. Decide how to best handle the situation. |

CIRCLE CUES*

Purpose

To practice asking and answering questions. Good for practice in expressing needs and seeking advice.

Directions

Students sit in a circle. Each student has a card with a picture or written cue. The teacher starts by asking one student a question such as, "What would you like to eat?" Student then looks around at the pictures available and says, "I'd like a _____." The student holding that picture must then give it to the student requesting the item. Students then continue asking and answering, and teacher steps outside the circle.

Example

Food: Cards with food pictures.

- A: What would you like to eat?
 B: I'd like a hamburger.
 C: Here's your hamburger. (Here you are.)
 B to C: What would you like?
 C: I'd like a salad.
 B: Here you are.
 etc.

Housing: Cards with apartment needs on one side and apartments available on the other.

- A: I need a two-bedroom apartment.
 B: I have one for \$400, no utilities included.
 C: I have a two-bedroom apartment for \$400 with utilities.
 A: Thanks, I'll take the \$400 apartment with utilities.

Variations

Student A can state need and then have others offer what is on their cue cards. Student A can reject offers until he/she hears one that is acceptable.

*From IESL/CO Resource Manual, Volume II.

CIRCLE CUES (Cont'd)

Applications

Clothing

Pictures of clothing with prices.

Health

Cards with appointment times and dates.

A: I need a dentist appointment for the 23rd.

B: I have one at 2:00.

A: I can't come then.

C: I have one at 3:00.

A: Thank you. I'll come at 3:00.

Finding a Job

Cards with jobs, salaries, and conditions.

A: I'm looking for a job.

B: I have a cleaner job at \$3.50/hour.

C: I have a busperson job at \$3.35/hour, plus tips.

A: Oh, good. I'll take the busperson job.

APPENDIX E

SUGGESTED RESOURCES

This is a list of the resources cited on the performance objective pages. The annotations indicate books which can serve as core texts for the specified levels.

- Boyd, John R. and Mary Ann Boyd. Before Book One. New York: Regents Publishing Company, Inc., 1982.
- Breyer, Pamela. GrammarWork 1 and 2. New York: Regents Publishing Company, Inc., 1982.
- Carver, Tina Kasloff, and Sandra Douglas Fotinos. A Conversation Book: English in Everyday Life, Books One and Two. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.
- DeFilippo, Judy, and Michael Walker. Lifeskills 1 and 2. Reading, Massachusetts: Addison Wesley Publishing Company, 1982. (A-II, B-I)
- Ferreira, Linda. Notion by Notion. Rowley, Massachusetts: Newbury House Publishers, Inc., 1977.
- Foley, Barbara, Howard Poman, and Gretchen Dowling. Lifelines 1. New York: Regents Publishing Company, Inc., 1981.
- Freeman, Daniel B. Speaking of Survival. New York: Oxford University Press, 1982. (B-II, A-III)
- Husak, Glen, Patricia Pahre, and Jane Stewart. The Work Series. Sewickley, Pennsylvania: Hopewell Books, Inc., 1976.
- Keltner, Autumn, and Gretchen Bitterlin. English for Adult Competency, Book II. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. (B-III)
- Keltner, Autumn, Leann Howard, and Francis Lee. English for Adult Competency, Book I. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. (A-III, B-II)
- Molinsky, Steven J., and Bill Bliss. Side by Side, Books One and Two. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.
- Motta, Janice C., and Kathryn L. Riley. Impact! Books 1 and 2. Reading, Massachusetts: Addison-Wesley Publishing Company, 1982. (A-II)

Mrowicki, Linda, and Peter Furnborough. A New Start. Student's Book and Literacy Workbooks 1 and 2. Exeter, New Hampshire: Heinemann Educational Books, 1982. (Literacy, A-I)

Robinson, Catherine, and Jenise Rowekamp. Speaking Up at Work. St. Paul, Minnesota: International Institute of Minnesota.

Savage, K. Lynn, Mamie How, and Ellen Lai-Shan Yeung. English that Works, 1 and 2. Glenview, Illinois: Scott, Foresman and Company, 1982. (A-III, B-II, B-III)

Schurer, Linda, Editor. Everyday English, Volume I. San Francisco, California: The Alemany Press, 1979. (A-I)

Wardhaugh, Ronald, et al. English for a Changing World, Cue Books 1 and 2. Glenview, Illinois: Scott, Foresman and Company, 1976.

Other useful resources, not indexed to the curriculum, can be obtained from the following publishers:

The Alemany Press

Live Action English for Foreign Students

Hopewell Books, Inc.

The Money Series
The Health Series

Longmans Inc.

Around Town
It's Up to You

National Textbook Company

Building Real Life English Skills
Play and Practice
The Vocabulary Builder

Newbury House Publishers

Can't Stop Talking
The Non-Stop Discussion Workbook

Oxford University Press

Jazz Chants
Jazz Chants for Children
Oxford Picture Dictionary of American English

ONE HUNDRED SAMPLE QUESTIONS THAT CAN BE ASKED BY THE INS

TO THE TEACHERS:

The following is a list of 100 questions supplied to us by INS that are commonly asked of amnesty candidates preparing for their permanent residence card. They have been reorganized by us into categories related to what you are teaching. We strongly urge you to use these questions or the information in them, if the it is appropriate for the level that you are teaching. We have also analyzed our progress reports and have listed a corresponding question number next to competencies that we may cover in class. Progress reports may be found at the end of this supplement.

I. AMERICAN INSTITUTIONS AND TRADITIONS

A. THE FLAG

1. What are the colors of our flag?
Red, White, and Blue
2. How many stars are there in our flag?
Fifty (50)
3. What color are the stars on our flag?
White
4. What do the stars on the flag mean?
One for each state in the union
5. How many stripes are there in the flag?
Thirteen (13)
6. What color are the stripes?
Red and White
7. What do the stripes on the flag mean?
They represent the original 13 states
62. What is the national anthem of the United States?
The Star-Spangled Banner
63. Who wrote the Star-Spangled Banner?
Francis Scott Key

B. CITIZENSHIP

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
Form N-400, "Application to File Petition for Naturalization"

86. Name one benefit of being a citizen of the United States.

Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live.

87. What is the most important right granted to U.S. citizens?

The right to vote

C. ELECTIONS

29. Who elects Congress?

The people

65. What is the minimum voting age in the United States?

Eighteen (18)

95. In what month do we vote for the President?

November

99. What are the 2 major political parties in the U.S. today?

Democratic and Republica

D. THE STATES

8. How many states are there in the Union?

Fifty (50)

47. What are the 49th and 50th states of the Union?

Hawaii and Alaska

100. How many states are there in the United States?

Fifty (50)

E. THANKSGIVING

55. Why did the Pilgrims come to America?

For religious freedom

58. What holiday was celebrated for the first time by the American colonists?

Thanksgiving

73. Who helped the Pilgrims in America?

The American Indians (Native Americans)

74. What is the name of the ship that brought the Pilgrims to America?
The Mayflower

F. JULY 4TH

9. What is the 4th of July?
Independence Day

10. What is the date of Independence Day?
July 4th

11. Independence from whom?
England

12. What country did we fight during the Revolutionary War?
England

13. Who was the first President of the United States?
George Washington

59. Who was the main writer of the Declaration of Independence?
Thomas Jefferson

60. When was the Declaration of Independence adopted?
July 4, 1776

61. What is the basic belief of the Declaration of Independence?
That all men are created equal

75. What were the 13 original states of the U.S. called?
Colonies

G. HISTORICAL PEOPLE

45. Who said, "Give me liberty or give me death."
Patrick Henry

13. Who was the first President of the United States?
George Washington

71. Which President is called the "Father of our country"?
George Washington

94. Which President was the first Commander in Chief of the U.S. military?
George Washington

59. Who was the main writer of the Declaration of Independence?

Thomas Jefferson

68. Who was President during the Civil war?
Abraham Lincoln

69. What did the Emancipation Proclamation do?
Freed many slaves

79. Which President freed the slaves?
Abraham Lincoln

49. Who was Martin Luther King, Jr.?
A civil rights leader

II. OUR GOVERNMENT

A. THE GOVERNMENT STRUCTURE

* ORGANIZATION:

23. How many branches are there in our government?
Three (3)

24. What are the three branches of our government?
Legislative, Executive, and Judiciary

78. What kind of government does the United States have?
Republican

* LOCAL GOVERNMENTS:

50. Who is the head of your local government?
(insert local information)

57. What is the head executive of a city government called?
Mayor

* STATE GOVERNMENTS:

40. What is the capital of your state?
(insert local information)

56. What is the head executive of a state government called?
Governor

41. Who is the current governor of your state?
(insert local information)

B. CONSTITUTION

19. What is the Constitution?

The supreme law of the land

20. Can the Constitution be changed?

Yes.

21. What do we call a change to the Constitution?

Amendments

22. How many changes or amendments are there to the Constitution?

Twenty-Six (26)

33. What is the supreme law of the United States?

The Constitution

64. Where does freedom of speech come from?

The Bill of Rights

65. What is the minimum voting age in the United States?

Eighteen (18)

80. In what year was the Constitution written?

1787

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?

Everyone (citizens and non-citizens living in the U.S.)

85. What is the introduction to the Constitution called?

The Preamble

C. THE BILL OF RIGHTS

39. What is the Bill of Rights?

The first 10 amendments of the Constitution

76. Name 3 rights or freedoms guaranteed by the Bill of Rights.

1. The right of freedom of speech, prese, religion, peaceable assembly and requesting change of government.
2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
3. The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent

4. The government may not search or take a person's property without a warrant.
5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
7. The right to trial by jury in most cases.
8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
9. The people have rights other than those mentioned in the Constitution.
10. Any power not given to the federal government by the Constitution is a power of either the state or the people.

81. What are the first 10 amendments to the Constitution called?

The Bill of Rights

92. Name one right guaranteed by the first amendment.
Freedom of: speech, press, religion, peaceable assembly, and requesting change of the government.

C. THE PRESIDENCY

13. Who was the first President of the United States?
George Washington

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.

- * Must be a natural born citizen of the United States;
- * Must be at least 35 years old by the time he/she will serve;
- * Must have lived in the United States for at least 14 years

14. Who is the President of the United States today?
George Bush

15. Who is the Vice-President of the United States today?

Dan Quayle

16. Who elects the President of the United States?
The electoral college

17. Who becomes President of the United States if the President should die?

Vice-President

18. For how long do we elect the President?
Four years
48. How many terms can a President serve?
Two (2)
35. What is the executive branch of our government?
The President, cabinet, and departments under the cabinet members
70. What special group advises the President?
The Cabinet
42. Who becomes President of the United States if the President and the Vice-President should die?
Speaker of the House of Representatives
66. Who signs bills into law?
The President
89. What is the White House?
The President's official home
90. Where is the White House located?
Washington, D.C. (1600 Pennsylvania Avenue, N.W.)
91. What is the name of the President's official home?
The White House
93. Who is the Commander in Chief of the U.S. military?
The President
95. In what month do we vote for the President?
November
96. In what month is the new President inaugurated?
January

D. CONGRESS

25. What is the legislative branch of our government?
Congress
26. Who makes the laws in the United States?
Congress
27. What is Congress?
The Senate and the House of Representatives

28. What are the duties of Congress?
To make laws
29. Who elects Congress?
The people
30. How many senators are there in Congress?
100
31. Can you name the two senators from your state?
(insert local information)
32. For how long do we elect each senator?
6 years
33. How many representatives are there in Congress?
435
34. For how long do we elect the representatives?
2 years
52. Why are there 100 Senators in the Senate?
Two (2) from each state
77. Who has the power to declare war?
The Congress
83. Where does Congress meet?
In the Capitol in Washington, D.C.
88. What is the United States Capitol?
The place where Congress meets
97. How many times may a Senator be re-elected?
There is no limit
98. How many times may a Congressman be re-elected?
There is no limit

E. SUPREME COURT

36. What is the judiciary branch of our government?
The Supreme Court
37. What are the duties of the Supreme Court?
To interpret laws
43. Who is the Chief Justice of the Supreme Court?
William Rehnquist
53. Who selects the Supreme Court justices?
Appointed by the President

54. How many Suoreme Court Justices are there?
 Nine (9)

67. What is the highest court in the United States?
 The Supreme Court

44. Can you name the thir teen original states?
 Connecticut, New Hampshi e, New York, New Jersey,

Massachusetts, Pennsylvania, Delaware, Virginia, North
 Carolina, South Carolina, Georgia, Rhode Island, and
 Maryland

F. MISC. QUESTIONS:

THE UNITED NATIONS

82. Name one purpose of the United Nations.

For countries to discuss and try to resolve world
 problems; to provide economic aid to many countries.

WORLD WAR II

46. Which countries were our enemies during World War II?
 Germany, Italy, and Japan

Questions for the INS English/Civics Exam

1. What are the colors of our flag?
2. How many stars are there in our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are there in the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the Union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we fight during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the Vice-President of the United States today?
16. Who elects the President of the United States?
17. Who becomes President of the United States if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?
20. Can the Constitution be changed?
21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?
24. What are the three branches of our government?
25. What is the legislative branch of our government?
26. Who makes the laws in the United States?
27. What is Congress?
28. What are the duties of Congress?
29. Who elects Congress?
30. How many senators are there in Congress?
31. Can you name the two senators from your state?
32. For how long do we elect each senator?
33. How many representatives are there in Congress?
34. For how long do we elect the representatives?
35. What is the executive branch of our government?
36. What is the judiciary branch of our government?
37. What are the duties of the Supreme Court?
38. What is the supreme law of the United States?
39. What is the Bill of Rights?
40. What is the capital of your state?
41. Who is the current governor of your state?
42. Who becomes President of the United States if the President and the Vice-President should die?
43. Who is the Chief Justice of the Supreme Court?
44. Can you name the thirteen original states?
45. Who said, "Give me liberty or give me death?"
46. Which countries were our enemies during World War I?
47. What are the 49th and 50th states of the Union?
48. How many terms can a President serve?
49. Who was Martin Luther King, Jr.?
50. Who is the head of your local government?

Answers

1. Red, White, and Blue
2. 50
3. White
4. One for each state in the Union
5. 13
6. Red and White
7. They represent the original 13 states
8. 50
9. Independence Day
10. July 4th
11. England
12. England
13. George Washington
14. Ronald Reagan
15. George Bush
16. The electoral college
17. Vice-President
18. Four years
19. The supreme law of the land
20. Yes
21. Amendments
22. 26
23. 3
24. Legislative, Executive, and Judiciary
25. Congress
26. Congress
27. The Senate and the House of Representatives
28. To make laws
29. The people
30. 100
31. (insert local information)
32. 6 years
33. 435
34. 2 years
35. The President, cabinet, and departments under the cabinet members
36. The Supreme Court
37. To interpret laws
38. The Constitution
39. The first 10 amendments of the Constitution
40. (insert local information)
41. (insert local information)
42. Speaker of the House of Representatives
43. William Renquist
44. Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland
45. Patrick Henry
46. Germany, Italy, and Japan
47. Hawaii and Alaska
48. 2
49. A civil rights leader
50. (insert local information)
51. Must be a natural born citizen of the United States; Must be at least 35 years old by

HISTORY & GOVERNMENT PROGRESS REPORT LEVEL B1

COMMUNITY

- _____ Identify country of origin on a world map or globe.
- _____ Identify United States on a world map or globe.
- _____ Identify number of states in the USA.
- _____ Identify Virginia on a map of the United States.
- _____ Identify Arlington on a D.C. Metropolitan Region map.
- _____ Describe responsibilities as students at Wilson School.
- _____ Identify state and local regulations.
- _____ Identify community services.
- _____ Identify own reasons for leaving country of origin and coming to the United States.

GROWTH OF THE UNITED STATES

- _____ Identify the first Americans.
- _____ Identify the first settlers and why they came.
- _____ Identify key states on a U.S. map.

GOVERNMENT

- _____ Identify the three branches of government.
- _____ Identify the branch of government in which the president and vice-president work.
- _____ Identify the current president.
- _____ Identify the residence of the U.S. President.
- _____ Identify the branch of government in which Congress works.
- _____ Identify the Capitol as the building where Congress works.
- _____ Identify the branch of government in which the Supreme Court works.
- _____ Identify the Supreme Court building.

MARTIN LUTHER KING'S BIRTHDAY

- Identify Martin Luther King and his importance to U.S. history.

PRESIDENTS' DAY

- Identify George Washington and his importance to U.S. history.
- Identify Abraham Lincoln and his importance to U.S. history.
- Identify the U.S. presidents who appear on coins and bills.
- Identify the current president of the United State.
- Name the residence of the U.S. President.
- Identify 2 of the qualifications for president of the U.S.

ST. PATRICK'S DAY

- Identify the ethnic group that celebrates this day.
- Identify two other ethnic groups that have come to the U.S., their reasons for coming, and where they settled.

MEMORIAL DAY

- Identify why and how it is commemorated.
- Identify two major wars in which the United States participated.

LAG DAY

- Identify and describe the U.S. flag.
- Identify two of the thirteen colonies.
- Identify five states other than Virginia.

BIRTH OF JULY

- State the purpose of the Declaration of Independence.
- Identify the Revolutionary War.
- Identify Thomas Jefferson and his contribution to the Declaration of Independence.
- Identify Benjamin Franklin and his importance to the Revolutionary War.
- Identify George Washington and his importance to the Revolutionary War and the new government.
- Identify the presidents on money.
- Identify two freedoms that we have in the U.S.

LABOR DAY

- Identify why and how it is celebrated.
- Identify job titles and duties of people who work in the school.

COLUMBUS DAY

- Identify Christopher Columbus.
- State the reason for his exploration.
- State the results of his exploration.

VETERANS' DAY

- Identify why and how it is commemorated.
- Identify two major wars in which the United States participated.

THANKSGIVING

- Identify the Pilgrims and their reason for leaving their country.
- Name where they landed.
- Name the participants in the first Thanksgiving feast.
- Identify two freedoms we have in the U.S., including freedom of religion.
- Identify when and how Thanksgiving is celebrated.

CHRISTMAS

- Explain freedom of religion.
- Identify major religions in the U.S. and in country of origin.
- Identify when, by whom and how Christmas is celebrated in the U.S.

STUDENT'S SIGNATURE

DATE

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FOURTH OF JULY

- _____ State the purpose of the Declaration of Independence.
- _____ Identify the Revolutionary War.
- _____ Name the form of government of the U.S. and explain what it means.
- _____ Identify Thomas Jefferson and his contribution to the Declaration of Independence.
- _____ Identify Benjamin Franklin and his importance to the Revolutionary War.
- _____ Identify George Washington and his importance to the Revolutionary War and the new government.
- _____ Identify the presidents on money.
- _____ Identify two freedoms that we have in the U.S.

LABOR DAY

- _____ Identify why and how it is celebrated.
- _____ Identify job titles of people who work in the school.
- _____ Describe the labor unions.
- _____ Define Industrial Revolution (from agriculture to manufacturing, growth of factories).
- _____ Name two important inventions of the Industrial Revolution.

COLUMBUS DAY

- _____ Identify Christopher Columbus.
- _____ State the reason for his exploration.
- _____ State the results of his exploration.
- _____ Identify another major explorer of North America.

VETERANS' DAY

- _____ Identify why and how it is commemorated.
- _____ Identify two major wars in which the United States participated.
- _____ Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.
- _____ Explain the difference between police and the military.

THANKSGIVING

- _____ Identify the Pilgrims and their reason for leaving their country.
- _____ Name where they landed.
- _____ Name the participants in the first Thanksgiving feast.
- _____ Name the countries where early American settlers came from and the areas where they settled.
- _____ Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast.
- _____ Identify two freedoms we have in the U.S., including freedom of religion.
- _____ Describe when and how Thanksgiving is celebrated.

CHRISTMAS

- _____ Explain freedom of religion.
- _____ Identify major religions in the U.S. and in country of origin.
- _____ Identify when, by whom, and how Christmas is celebrated in the U.S.

STUDENT'S SIGNATURE _____

DATE _____

HISTORY & GOVERNMENT PROGRESS REPORT LEVEL A3/B2

COMMUNITY

- Identify country of origin | on a world map or globe.
- Identify the U.S.A. on a world map.
- Identify the number of states in the United States.
- Identify Virginia and 4 other states on a U.S. map.
- Identify Arlington on a D.C. Metropolitan Region map.
- Identify the governor of Virginia.
- Describe responsibilities as students at Wilson School.
- Identify state and local regulations.
- Identify community services.
- Identify own reasons for leaving country of origin and coming to the U.S.

GROWTH OF THE UNITED STATES

- Identify the first Americans.
- Identify the first settlers and why they came.
- Identify five major regions of the U.S.
- Identify key states on a U.S. map.
- Define frontier and pioneer.

GOVERNMENT

- Identify the three branches of government and the function of each.
- Identify the three levels of government.
- Identify the type of government that Arlington has.
- Identify the branch of government in which the president and vice-president work.
- Cite two powers of the President.
- Identify the current president.
- Identify the residence of the U.S. President.
- Identify the branch of government in which congress works.
- Cite two responsibilities of Congress.
- Identify the Capitol as the building where Congress works.
- Identify the responsibilities of the Supreme Court.
- Identify the Supreme Court building.
- Name the two Senators from Virginia and the Congressman from Arlington.

MARTIN LUTHER KING'S BIRTHDAY

- Identify Martin Luther King and his importance to U.S. history.
- Define discrimination and segregation.
- Name the two Presidents who aided the Civil Rights Movement in the 1960's.

PRESIDENTS' DAY

- Identify George Washington and his importance to U.S. history.
- Identify Abraham Lincoln and his importance to U.S. history.
- Identify the Revolutionary War and the Civil War.
- Identify the U.S. presidents who appear on coins and bills.
- Identify the current president of the United States.
- Name the residence of the U.S. President.
- Identify two of the qualifications for the president of the U.S.

ST. PATRICK'S DAY

- Identify the ethnic group that celebrates this day.
- Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

MEMORIAL DAY

- Identify why and how it is commemorated.
- Identify two major wars in which the United States participated.
- Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.
- Explain the difference between police and the military.

FLAG DAY

- Identify and describe the U.S. flag.
- Identify two of the thirteen colonies.
- Identify five states other than Virginia.
- Identify the "Star-Spangled Banner" and its author.

IDENTIFY

- Identify country of origin on a world map or globe.
- Identify the U.S.A. on a world map.
- Identify the number of states in the United States. (8,100)
- Identify Virginia and four other states on a U.S. map.
- Name two states other than Virginia. (44,47)
- Show the five major cities on a United States map.
- Identify & locate the capital of Va. on a map. (40)
- Identify Arlington on a D.C. Metropolitan Region map.
- Identify the governor of Virginia. (56,61)
- Describe the responsibilities as students at Wilson School
- State basic privileges of citizenship. (86)
- Identify state and local regulations.
- Identify community services.
- Identify and reasons for leaving country of origin and coming to the U.S.

GOVERNMENT (Local government: 50,57)

- Identify the 3 parts of the Constitution and their purposes (19,38,39,84,85)
- Identify the first ten amendments as the Bill of Rights and state three of the rights that are protected. (39,64,76,81,92)
- Identify the three branches of government and functions. (23-28,35-37)
- Identify the type of government that Arlington has.
- Identify the branch of government in which the president and vice president work. (35)
- State the powers of the President. (66,93)
- Identify the current president. (84)
- Identify the residence of the U.S. President. (89-91)
- Identify the branch of government in which Congress works (25,27)
- State the responsibilities of Congress. (26,28,77)
- Identify the Capitol as the building where Congress works. (83,88)
- Identify the branch of government in which the Supreme Court works. (36)
- State the responsibilities of the Supreme Court. (37,67)
- Identify the Supreme Court building.
- Name the two Senators from Virginia and the Congressman from Arlington. (31)

IMMIGRANTS IN THE UNITED STATES

- Identify the first Americans
- Identify the first settlers and why they came. (55)
- Describe farming and mining.
- Identify the territories added in the 19th century and locate their general vicinity on a map.
- Identify Lewis and Clark as explorers of the Northwest
- Identify the reasons for westward expansion.
- Identify five major regions of the U.S.
- Identify key states on a U.S. map. (44,47)

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NOTE:

ADDITIONAL GOVERNMENT RELATED QUESTIONS:

70, 95, 96; Pres/VP 15, 111, 42, 41

22, 110; Cong. 29-10, 13, 14, 52, 97, 98; Sup. Ct. 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

IDENTIFY MARTIN LUTHER KING AND HIS IMPORTANCE TO U.S. HISTORY

- Identify Martin Luther King and his importance to U.S. history. (49)
- Name the movement during the 1950's and 1960's which worked for equality for minorities.
- Identify the leaders of the Civil Rights movement other than Dr. King.
- State the reasons for the Civil Rights movement.
- Define discrimination and segregation.
- Name the two Presidents who aided the Civil Rights movement in the 1960's.

PRESIDENTIAL DAY

- Identify George Washington and his importance to U.S. history. (13,71,94)
- State the causes of the Revolutionary War and the major results.
- State the purpose of the Declaration of Independence (60,61)
- Identify the colonial leaders of the American Revolution other than George Washington. (45)
- Identify Abraham Lincoln and his importance to U.S. history. (68,69,79)
- Identify the Civil War.
- Identify the U.S. presidents who appear on coins and bills.
- Identify the current president of the United States. (14)
- Name the residence of the U.S. President. (89)
- Identify all the qualifications for President of the United States. (51)

ST. PATRICK'S DAY

- Identify the ethnic group that celebrates this day.
- Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.
- Locate on a map the areas where various ethnic groups have settled in the U.S.

MEMORIAL DAY

- Identify why and how it is commemorated.
- Identify three major wars in which the U.S. participated.
- Identify the conditions that brought war and how that fought against the U.S. in the 1st War I and the 2nd War II (46)
- Identify the two conditions that have and major powers since 1945 and state the term used to describe these conditions.
- Explain the difference between police and the military.

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COMMUNITY

- Identify country of origin on a world map or globe.
- Identify the U.S.A. on a world map.
- Identify the number of states in the United States.
- Identify Virginia and 4 other states on a U.S. map.
- Name 10 states other than Va. and locate on a map.
- Locate five major cities on a United States map.
- Identify & locate the capital of Va. on a Va. map.
- Identify Arlington on a D.C. Metropolitan Region map.
- Identify the governor of Virginia.
- Describe responsibilities as students at Wilson School.
- State basic privileges of citizenship.
- State responsibilities of U.S. citizens.
- State responsibilities of the government toward citizens.
- Identify state and local regulations.
- Identify community services.
- Identify own reasons for leaving country of origin and coming to the U.S.

GROWTH IN THE UNITED STATES

- Identify the first Americans.
- Identify the first settlers and why they came.
- Define frontier and pioneer.
- Identify the territories added in the 19th century and locate their general vicinity on a map.
- Explain concept of Manifest Destiny.
- Identify two reasons for westward expansion.
- Identify Lewis and Clark as explorers of the Northwest.
- Identify five major regions of the U.S.
- Identify key states on a U.S. map.
- Read the names of all fifty states in the U.S. and identify the general location of each.

GOVERNMENT

- Identify the three parts to the Constitution and their purpose (Preamble-Introduction, philosophy of government; Articles-describe structure of the government and the amendment process; Amendments-specific rights added to the Constitution).
- Identify the first ten amendments as the Bill of Rights and state three of the rights that are protected.
- Identify the 3 branches of government and their functions.
- Identify the three levels of government.
- Identify the type of government that Arlington has.
- Identify the branch of government in which the president and vice-president work.
- State two powers of the President.
- Identify the current president.
- Identify the residence of the U.S. President.
- Identify the branch of government in which Congress works.
- State two responsibilities of Congress.
- Explain how a bill goes through the legislative process.
- Identify the Capitol as the building where Congress works.
- Identify the branch of government of the Supreme Court.
- State the responsibilities of the Supreme Court.
- Explain the system of checks and balances.
- Identify the Supreme Court building.
- Identify the two Senators from Virginia and the Chief Justice of the Court.

MARTIN LUTHER KING'S BIRTHDAY

- Identify Martin Luther King and his importance to U.S. history.
- Name the movement during the 1950's and 1960's which worked for equality for minorities.
- Identify two leaders of the Civil Rights Movement other than Dr. King.
- State two reasons for the Civil Rights Movement.
- Define discrimination and segregation.
- Name the two presidents who aided the Civil Rights Movement in the 1960's.
- Explain what is meant by "New Frontier" and "Great Society".

PRESIDENTS' DAY

- Identify George Washington and his importance to U.S. history.
- State two causes of the Revolutionary War and the major results.
- State the purpose of the Declaration of Independence.
- Identify two colonial leaders of the American Revolution other than George Washington.
- Identify Abraham Lincoln and his importance to the U.S. history.
- State two causes of the Civil War and the major result of the war.
- Identify the Battle of Gettysburg as a major battle.
- Identify the Emancipation Proclamation.
- Explain why the 13th, 14th, and 15th amendments were added to the Constitution.
- Identify the presidents who appear on coins and bills.
- Identify the current president of the U.S.
- Identify all the qualifications for President of the United States.

ST. PATRICK'S DAY

- Identify the ethnic group that celebrates this day.
- Identify other major ethnic groups that have come to the U.S., their reasons for coming, and where they settled.
- Locate on a map the areas where various ethnic groups have settled in the U.S.
- Explain major waves of immigration to the U.S.

MEMORIAL DAY

- Identify why and how it is commemorated.
- Identify three major wars in which the U.S. participated.
- Identify two countries that fought with and two countries that fought against the U.S. in World War I and II.
- Explain the significance of Pearl Harbor and Hiroshima in WWII.
- Identify the presidents of the U.S. during WWI and WWII.
- Identify the two countries that became major powers after WWII and state the term used to describe the relationship.
- Explain the difference between police and military.

LEVEL B 4

FLAG DAY

- Identify and describe the U.S. flag.
- Identify all thirteen colonies.
- Identify ten current states, other than Virginia.
- Explain the cause and result of the War of 1812.
- Identify the "Star-Spangled Banner" and its author.
- Say and interpret the "Pledge of Allegiance".

FOURTH OF JULY

- State the purpose of the Declaration of Independence.
- Explain the two basic principles underlying "all men are created equal".
- Identify Thomas Jefferson and his contribution to the Declaration of Independence.
- Identify the Revolutionary War.
- Identify Benjamin Franklin and his contribution to the Revolutionary War.
- Identify George Washington and his importance to the Revolutionary War.
- Name the form of government of the U.S. and explain what it means.
- Identify the Article of Confederation.
- Identify the Constitution.
- Identify the Bill of Rights.
- State three principles of the U.S. Constitution.

LABOR DAY

- Identify why and how it is celebrated.
- Identify job titles of people who work in the school.
- Describe labor unions.
- State two reasons why they were formed.
- Define Industrial Revolution.
- Name two important inventions of the Industrial Revolution.
- Explain assembly line and its importance to manufacturing.
- State two effects of the Industrial Revolution.
- Explain how the Industrial Revolution effected immigration.
- State rules applying to working people and welfare recipients.

COLUMBUS DAY

- Explain the motivations for exploration.
- Identify Christopher Columbus.
- State the reasons for his exploration.
- State the results of his exploration.
- Identify other major explorers of North America.
- Identify native Americans and where they originated.

VETERANS' DAY

- Identify why and how it is commemorated.
- Identify three major wars in which the U.S. participated.
- Identify two countries that fought with and two countries that fought against the U.S. in World War I and II.
- Explain the significance of Pearl Harbor and Hiroshima in WWII.
- Identify the presidents of the U.S. during WWI and WWII.
- Identify the two countries that became major powers after WWII and state the term used to describe their relationship.
- Explain the difference between police and the military.

THANKSGIVING

- Identify the Pilgrims and their reason for leaving their country.
- Name where they landed.
- Name the participants in the first Thanksgiving feast.
- Name the countries where early American settlers came from and the areas where they settled.
- Identify the two earliest permanent settlements in the U.S.
- Identify Virginia and Massachusetts as two colonies and locate them on a map of the east coast.
- Explain the motivation for colonization by settlers from England and France.
- Name the thirteen colonies.
- Identify the freedoms we have in the U.S., including freedom of religion.
- Describe when and how Thanksgiving is celebrated.

CHRISTMAS

- Explain freedom of religion.
- Identify major religions in the U.S. and in country of origin.
- Identify when, by whom and how Christmas is celebrated in the U.S.

STUDENT'S NAME _____

DATE _____